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ABSTRACT

The third systemwide review of Florida's state university second language programs is reported. The executive summary presents some institutional enrollment data and capsulizes findings and recommendations for improvement. The report's introductory section addresses systemwide concerns and issues, including state policy initiatives and comments on the use of adjunct instructors in university language classrooms, interdepartmental collaboration within universities, interinstitutional and international program collaborative efforts, recent state legislation, role of class size and oral proficiency in the quality of language instruction, and the place of American Sign Language in language teaching programs. Reports on individual institutions (University of Florida, Florida State University, Florida A&M University, University of South Florida, Florida Atlantic University, University of West Florida, University of Central Florida, Florida International University, and University of North Florida) follow. The concluding section offers systemwide comments and recommendations. Appendixes include: the Association of Departments of Foreign Languages administrative policy statement; reproduced articles on joint Japan/United States language education programs; an article on the implications for teacher education and certification of a Florida court decision; a report on optimum language class size; and professional association materials concerning language proficiency standards. (MSE)

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FOREIGN LANGUAGES AND LINGUISTICS PROGRAM REVIEW

STATE UNIVERSITY SYSTEM OF FLORIDA

FEBRUARY, 1992

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STATE UNIVERSITY SYSTEM OF FLORIDA

Foreign Language and Linguistics
Program Review

Submitted by

James E. Alatis, Dean
School of Languages and Linguistics
Georgetown University

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PREFACE

It is my honor to submit to the Board of Regents of the State University System of Florida the Foreign Language and Linguistics Program Review. This is the third time that I have been asked to perform this review. I am flattered by the demonstration of faith which my colleagues in Florida have shown in entrusting this important responsibility to me.

Naturally, this process could not have been completed alone or even by a small group of people working in a vacuum. Instead, my fellow consultants and I have been fully supported by the Office of the Chancellor and by each of the Universities we visited. Special mention should be made of Roy McTarnaghan, the Executive Vice Chancellor, whose faith in and adherence to the review process has led to the growth and improvement of post-secondary education in Florida. Gerry Miller, the Program Review Coordinator, was unfailingly helpful, patient and supportive; without his assistance, this report would never have been completed. In addition, the University Consultants and I were impressed with and appreciative of the assistance of the University Coordinators and Program Review University Contacts. Of course, we are most grateful to all the faculty members, administrators, staff members and students of the State University System of Florida. Although too numerous too mention, this review was made easier by their candor and made worthwhile by their good will.

This report follows the same format which I have used in the past. The Introduction addresses systemwide concerns and issues. The reports of each of the University Consultants follow in their entirety. The report concludes with my systemwide comments and recommendations. This last section draws upon not only my own experience and impressions, but upon the reports of my learned colleague consultants. Finally, I have included several documents in the form of Appendices, which I hope will be of interest to those who will continue the process of which this review is but a single element.

James E. Alatis, Dean
Washington, D.C.

June 6, 1991
School of Languages and Linguistics
Georgetown University

EXECUTIVE SUMMARY

In 1991, a systemwide program review of SUS degree programs in foreign languages and linguistics was conducted, with Dr. James E. Alatis, Dean of the School of Languages and Linguistics at Georgetown University serving as the lead consultant. The SUS currently has 36 bachelor's, 20 master's, and 4 doctoral programs in foreign languages and linguistics.

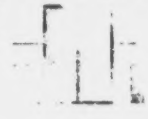
Florida has for many years pursued an active policy on foreign language education. These measures have included several laws which have encouraged the development of international education programs, among them the Office of International Education, a Commission on International Education, and the Florida Linkage Institutes, of which the Florida-Costa Rica Linkage Institute at FSU, and the Florida-Brazil Institute at UF have particularly strong records of activity. Other areas of strength reside within the SUS. For example, **UF**'s Department of African and Asian Languages and Literatures has established a model of effective interdisciplinary cooperation. **FSU** is involved in several forms of interdepartmental majors, and its international Florida-Florence program enjoys a national reputation. **FAMU** has established a Center for Translation Services, the result of a $472,000 grant obtained by a faculty member. **USF** publishes the well-respected scholarly journal, the Language Quarterly. **FAU** teaching is of the highest order, and research has produced six book-length studies in the past five years. **UWF** faculty all remain research-active, and the University Research Professor brings an international reputation in the field of modern Hispanic literatures and cultures. **UCF** summer programs are successful in Canada, Germany, Italy, Spain, and the USSR; and the University has demonstrated its commitment to internationalism by hiring a Director of International Programs. **FIU** has established a high quality MA program in Linguistics as a result of the 1986 Program Review. **UNF** has established a high quality BA in Spanish and has installed a state-of-the-art language lab.

These activities are all commendable and point to a continued progress in the area of foreign languages. However, if the SUS is to maintain its prominence in foreign language instruction and to make the best opportunity of these initiatives, it will be imperative that its institutions address the following concerns:

For Consideration by the Board of Regents and Universities:

1. To help meet the large enrollments in foreign languages, universities have adopted the practice of hiring adjuncts to teach foreign languages. The proportion of adjuncts to full-time faculty is high at some universities, and it is strongly recommended that the university campuses reduce the numbers of adjuncts.

2. The two administrative units most directly involved in the production of Florida's foreign language teachers are the Colleges of Arts and Sciences and the Colleges of Education. It is essential that the relationship between the two colleges be a good one; too often, however, this is not the case in the SUS.



3. It is admirable that many of the universities are actively seeking to extend the international range of their programs. However, if universities are going to explore formal ties to foreign countries they must be especially careful that the terms of the agreement stated or implied are clearly understood by both sides.

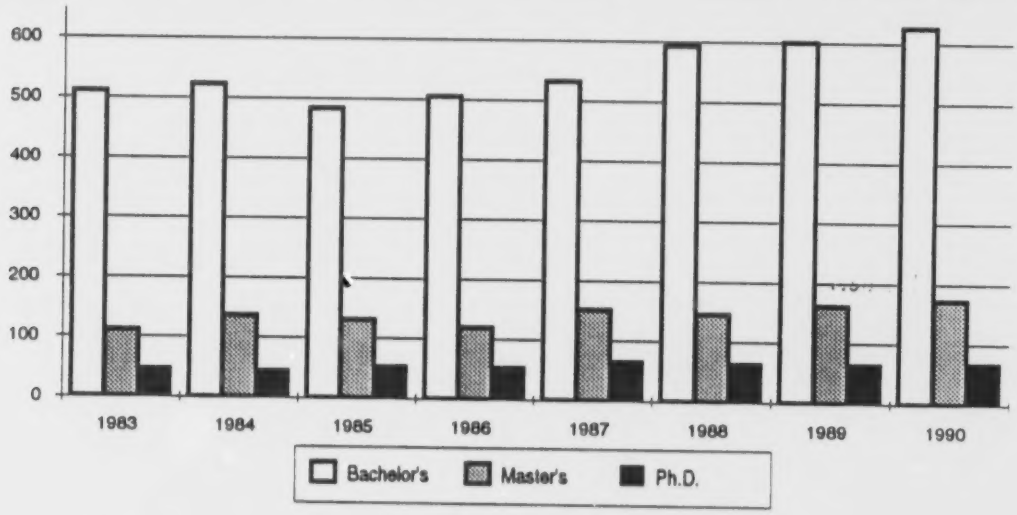
4. The Florida Consent Decree, filed in 1990 on behalf of K-12 students of limited English proficiency to ensure their rights to educational programs and services, has raised concerns and challenges in regard to the role to be played by the SUS universities in responding to the magnitude of the problem.

5. Class size directly affects the quality of language instruction: the smaller the class, the more intensive the exposure to the language and the better the results. If Florida is seriously committed to quality language instruction, care must be taken that class size and contact hours be given a higher priority than seems to be the case on many campuses. Further, a minimum standard proficiency scale based on performance criteria should be adopted.

The following graphs portray enrollment of majors and matriculation trends for both the SUS as a whole and individual universities.

SUS Enrollment: Languages and Linguistics

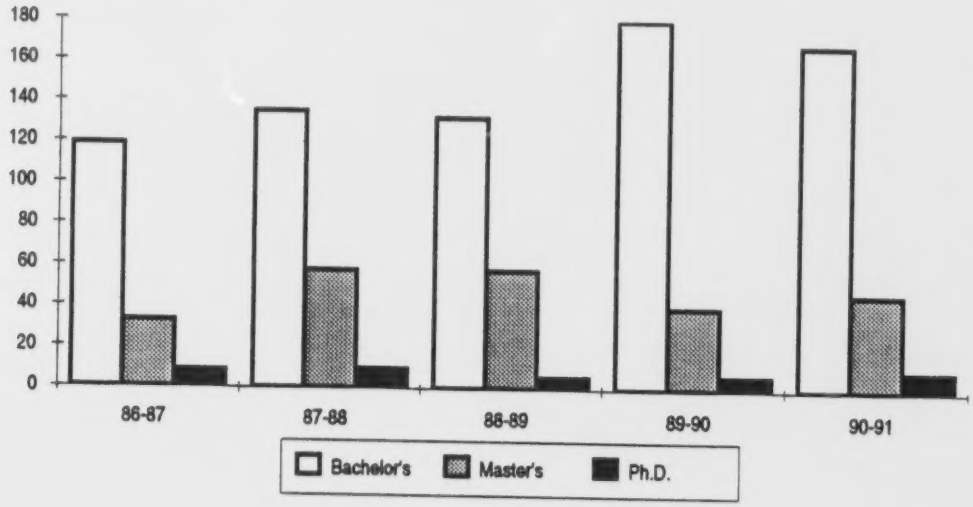
SY	1983	1984	1985	1986	1987	1988	1989	1990
Bachelor's	511	523	484	506	533	594	601	627
Master's	111	137	131	120	152	146	162	172
Ph.D.	(50)	48	56	56	68	66	67	(70)



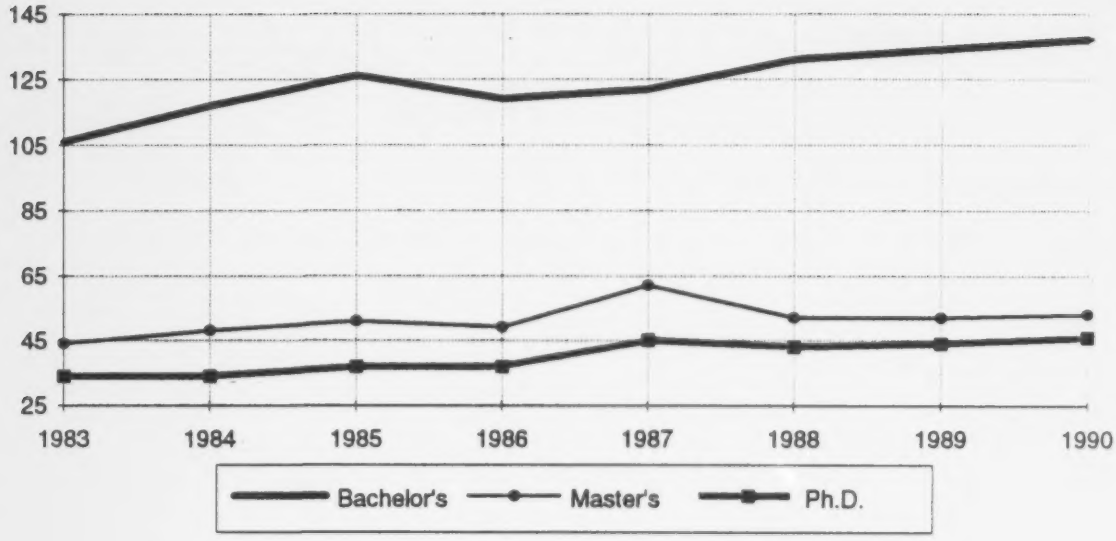
SUS Degrees Conferred: Languages and Linguistics

Ph.D. program productivity is level (9 to 10 degrees conferred annually from 1987-91) despite enrollment increases greater than 28 percent during the last 9 years.

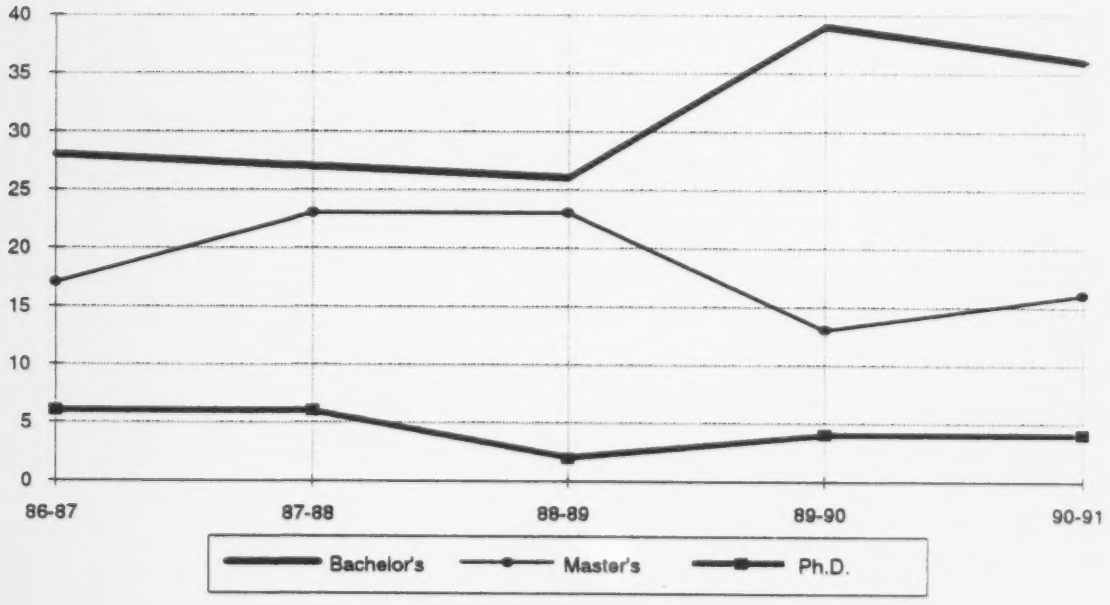
SY	86-87	87-88	88-89	89-90	90-91
Bachelor's	119	135	132	180	168
Master's	33	58	58	40	47
Ph.D.	(9)	10	6	7	(10)



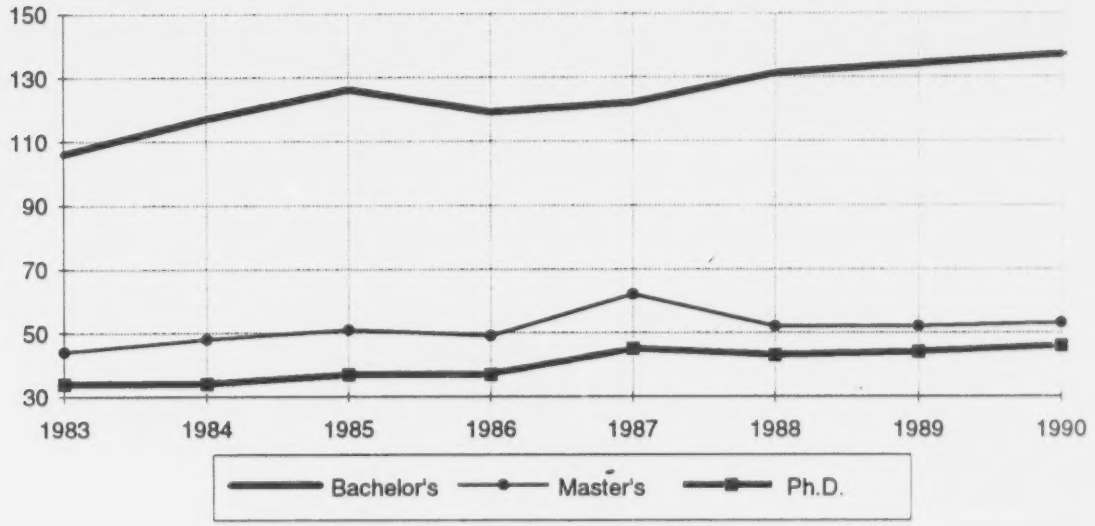
UF Enrollment: Languages & Linguistics



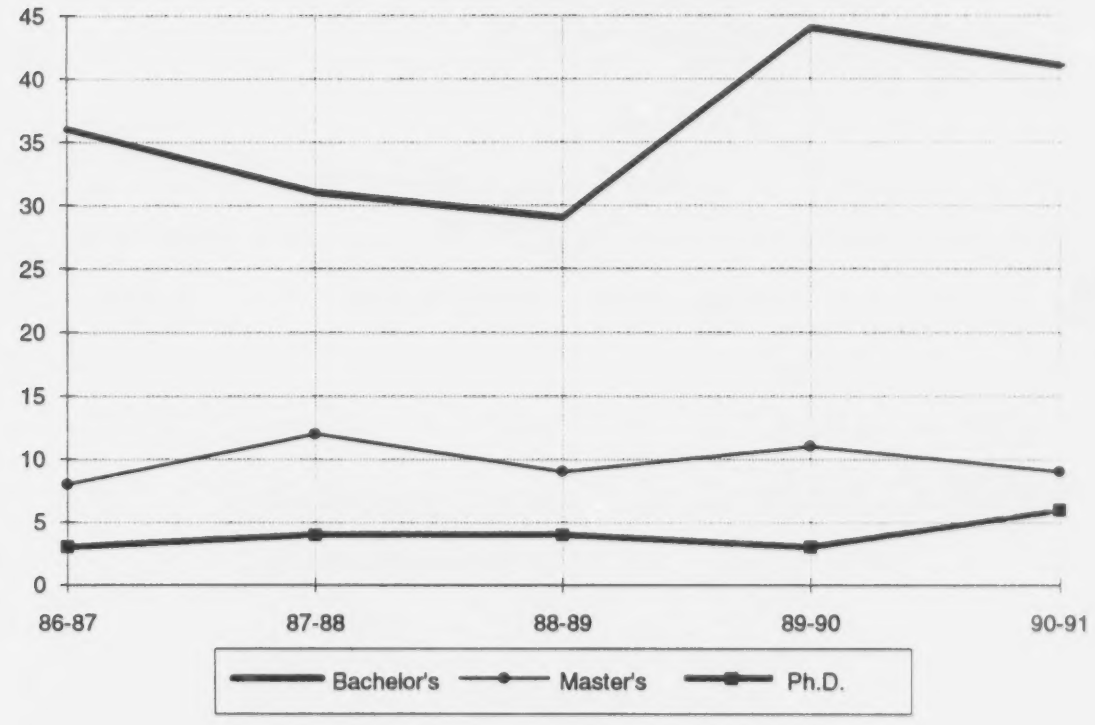
UF Degrees Conferred: Languages & Linguistics



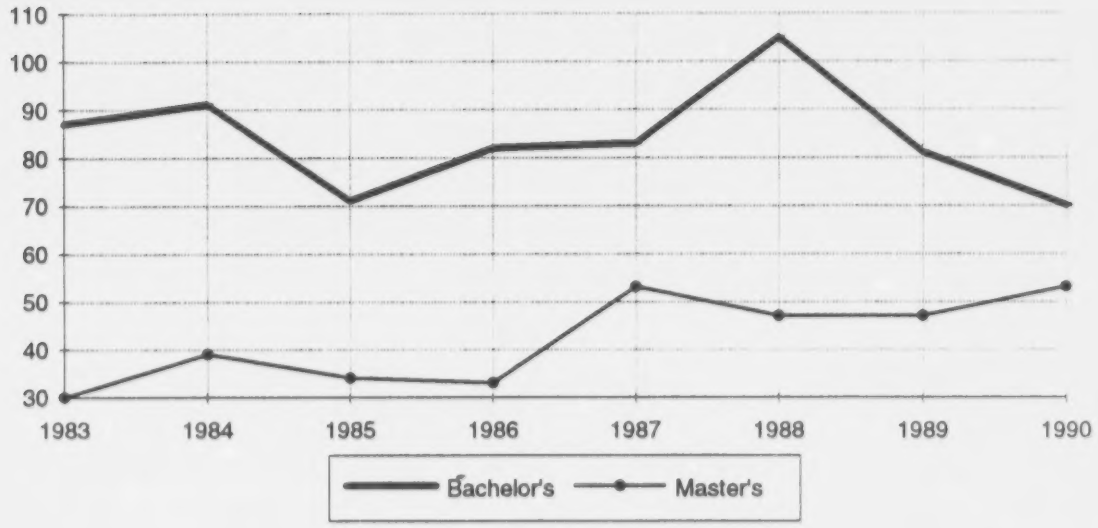
FSU Enrollment: Languages and Linguistics



FSU Degrees Conferred: Languages & Linguistics



USF Enrollment: Languages and Linguistics



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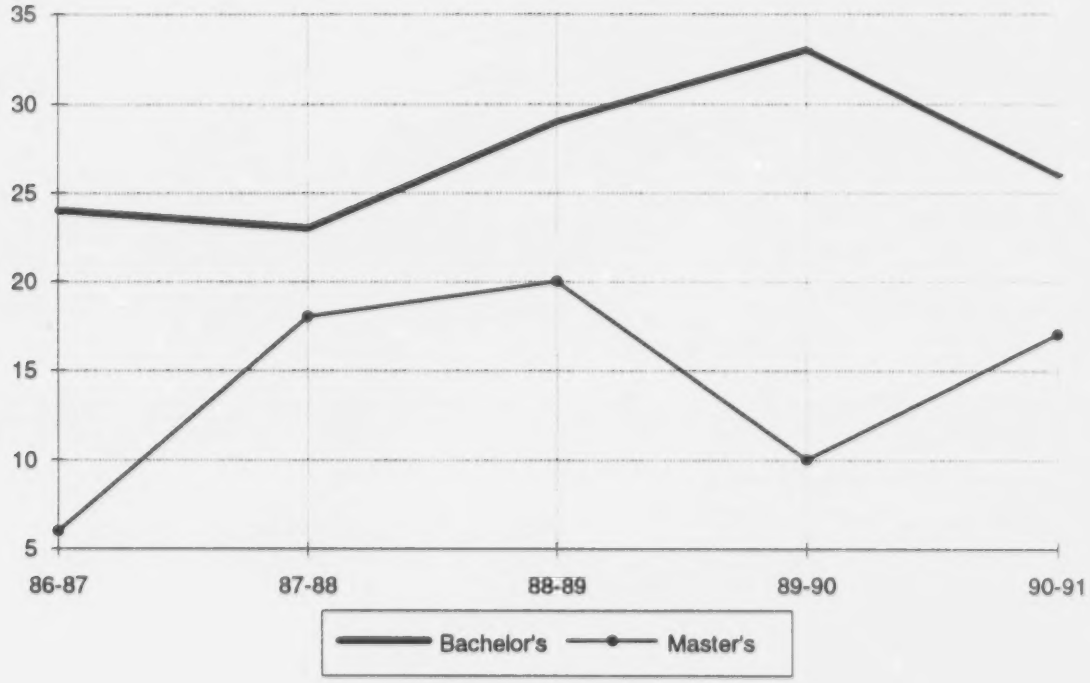
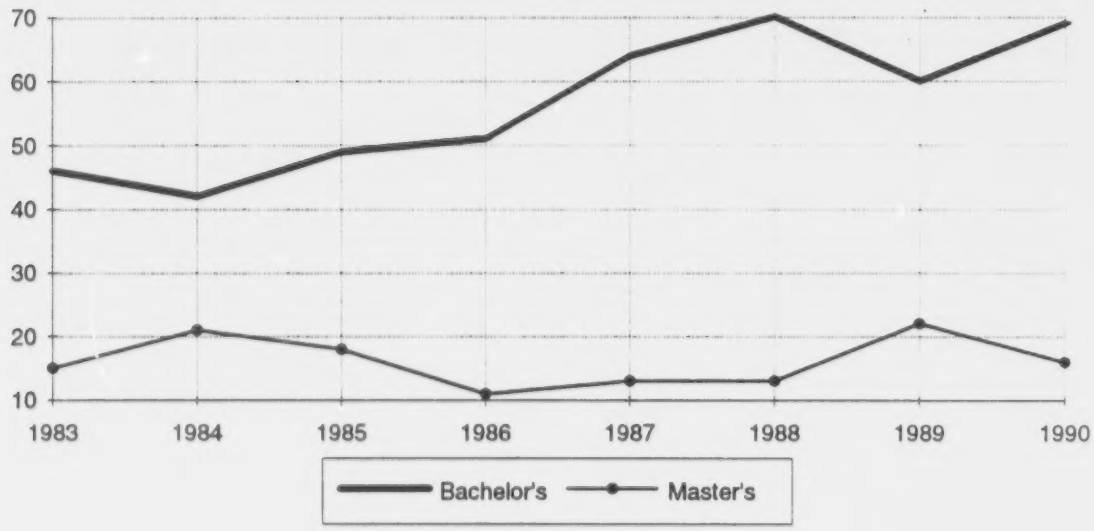
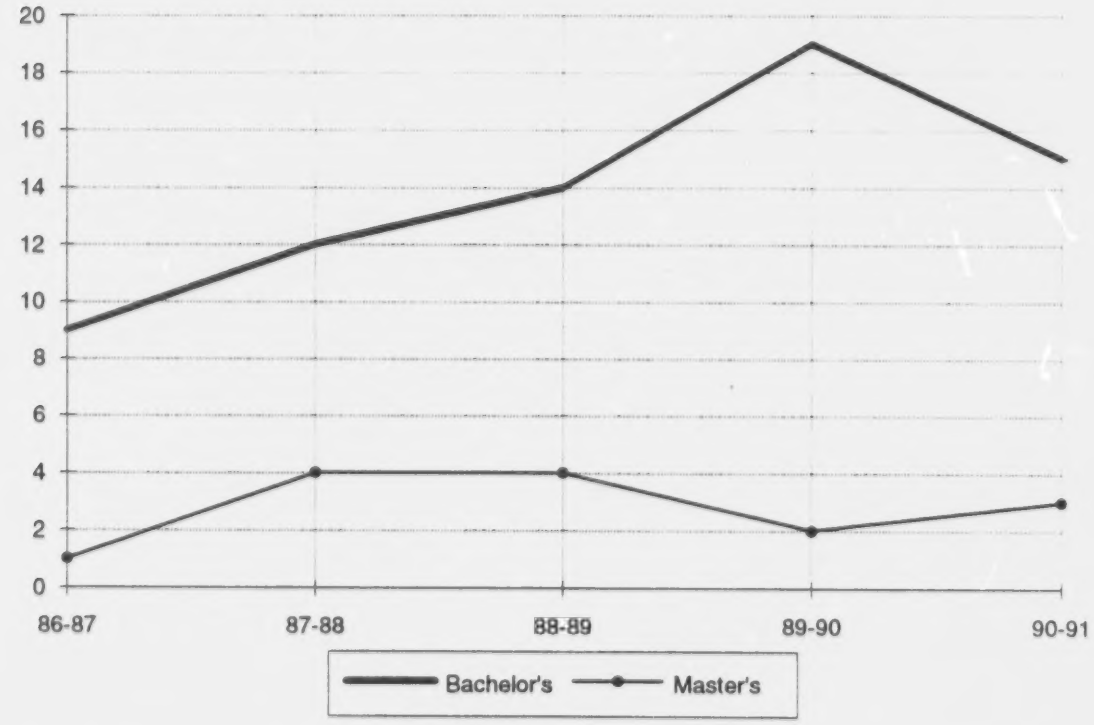


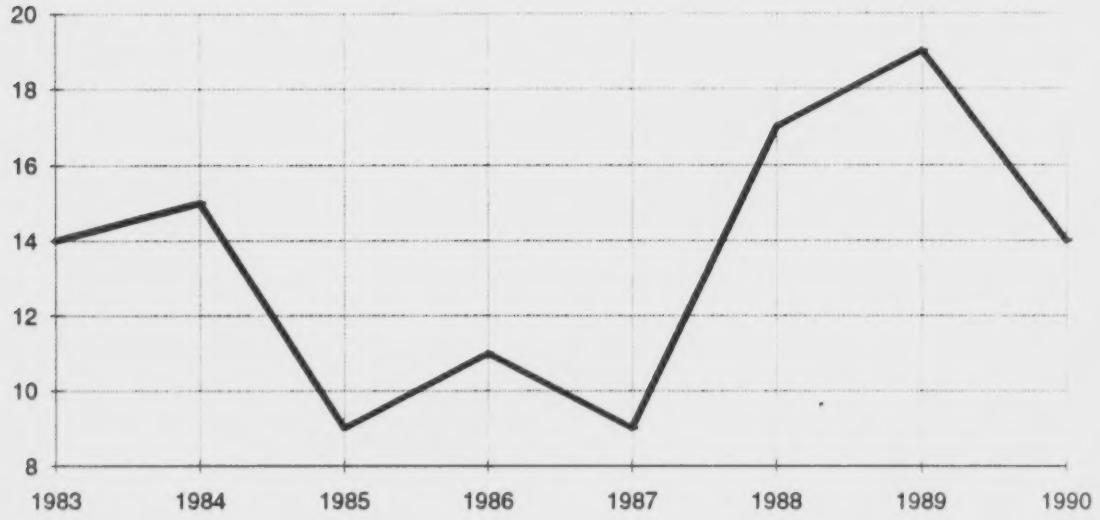
FAU Enrollment: Languages & Linguistics



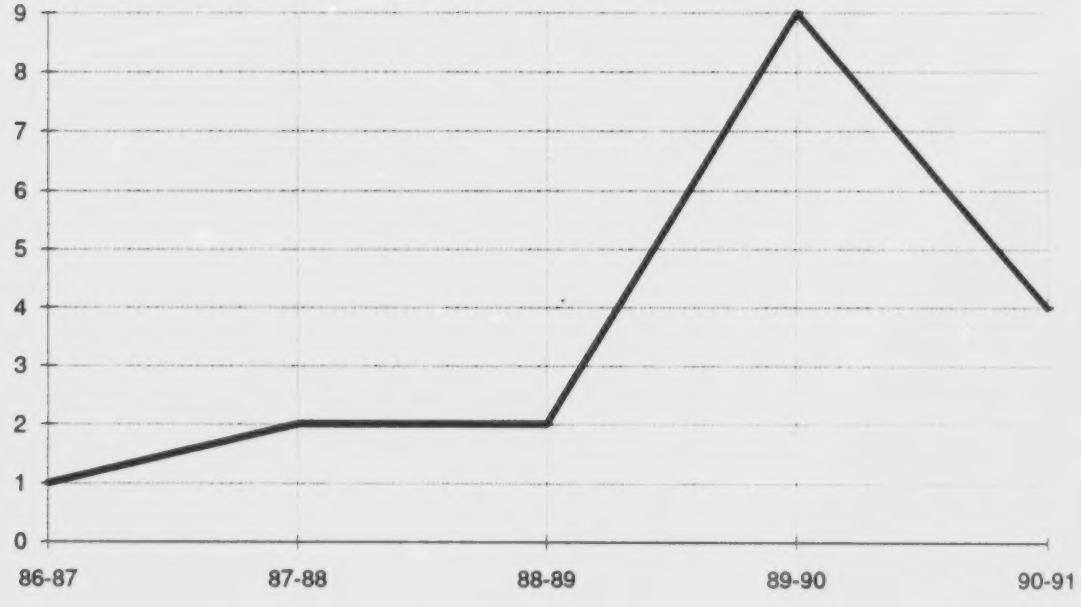
FAU Degrees Conferred: Languages and Linguistics



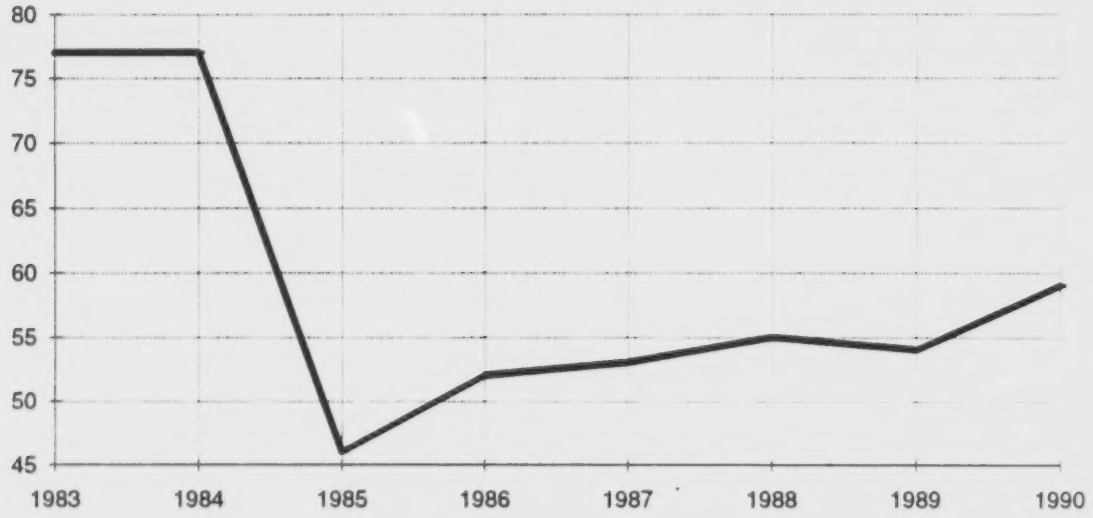
UWF Undergraduate Enrollment: Languages & Linguistics



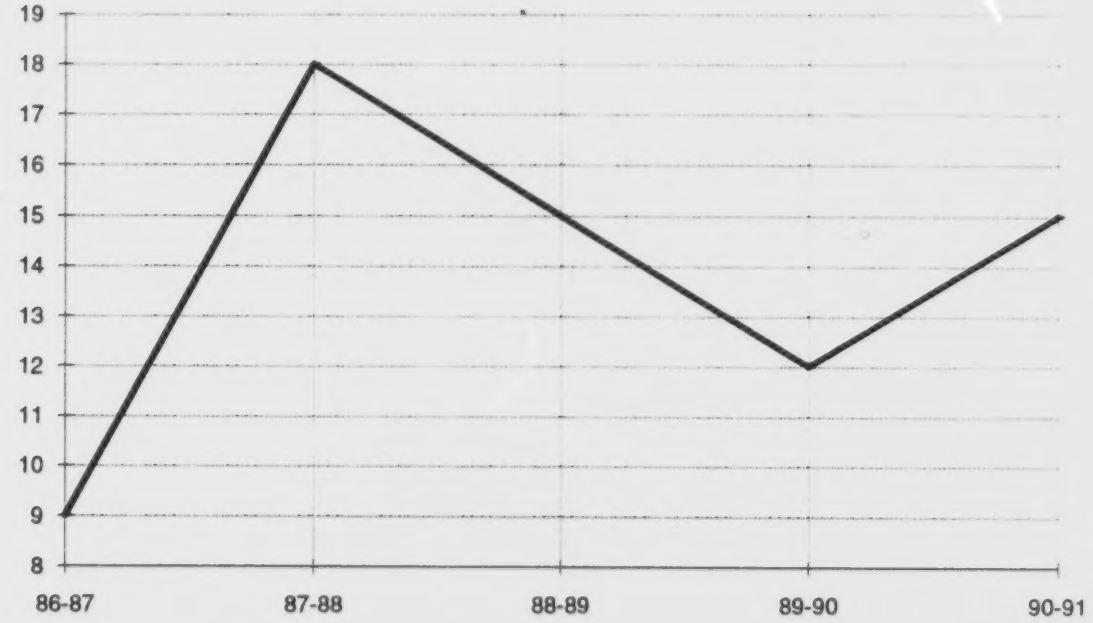
UWF Bachelor's Degrees Conferred: Languages and Linguistics



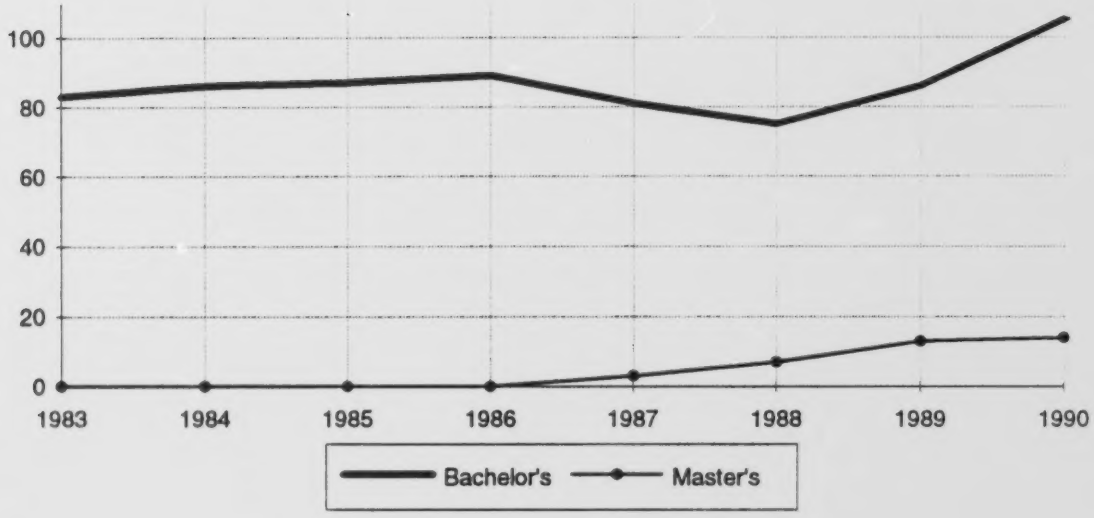
UCF Undergraduate Enrollment: Languages and Linguistics



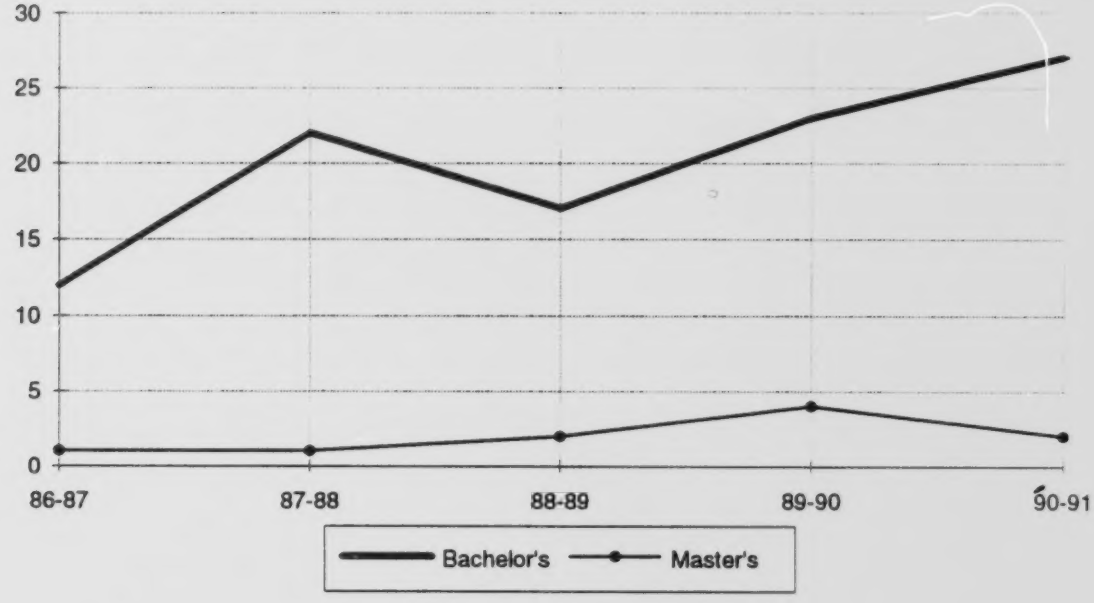
UCF Bachelor's Degrees Conferred: Languages and Linguistics



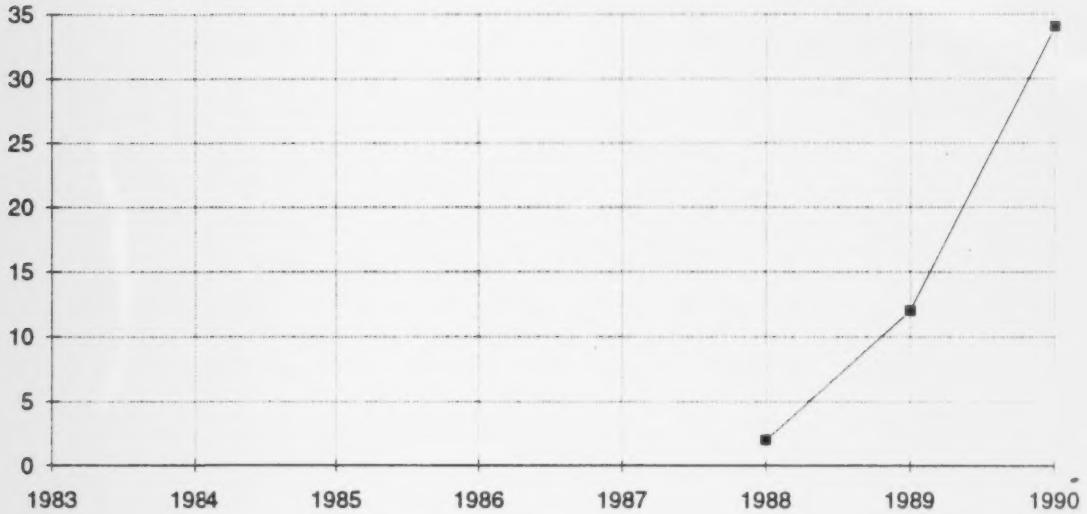
FIU Enrollment: Languages & Linguistics



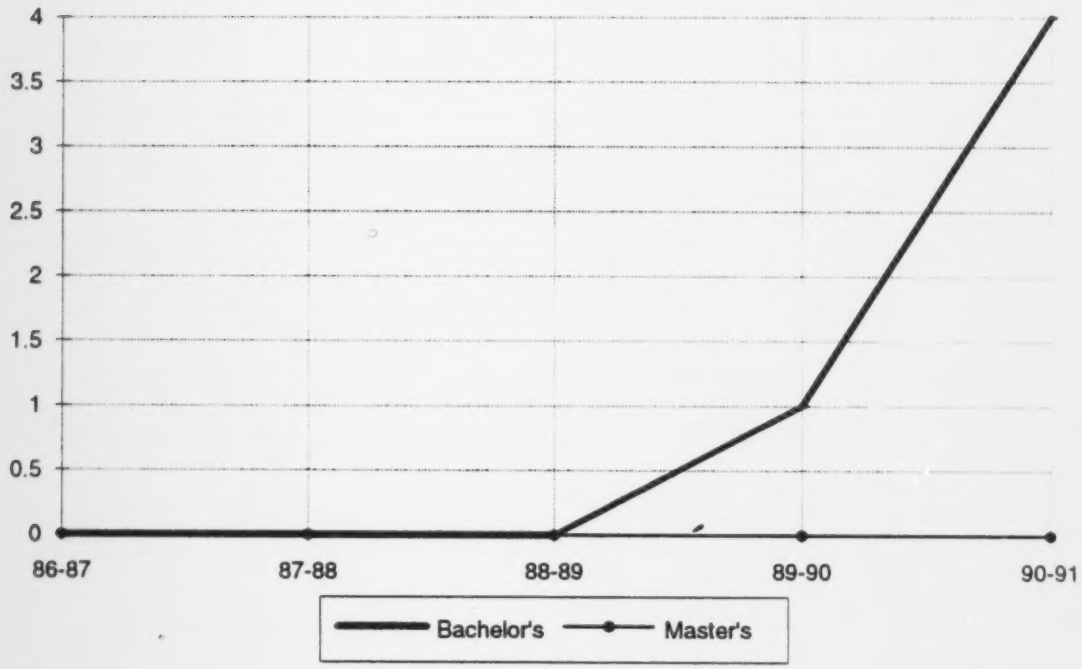
FIU Degrees Conferred: Languages and Linguistics



UNF Undergraduate Enrollment: Languages & Linguistics



UNF Degrees Conferred: Languages and Linguistics



SYSTEMWIDE INTRODUCTION AND RECOMMENDATIONS

The State University System (SUS) of Florida has once again chosen a propitious moment to conduct a review of its systemwide programs in foreign language education. Not only does this review correspond to perceived educational needs on the state level, it also responds to concerns over foreign language education at the national level. It also demonstrates the SUS's responsiveness to the international events which provide the wider context in which the nation's foreign language competencies are continually re-evaluated. This combination of intrinsic and extrinsic factors--the introspective nature of the SUS's definition and redefinition of "humanistic" education, juxtaposed with its response to the political and cultural events which affect (and at times assail) it from without, are part of a university system's dialogue with its past and its future.

On the local level, a combination of factors bears directly on foreign language education. The State of Florida is one of the more active states in passing foreign language educational policy, and thus:

(a) Since 1979, the State of Florida has adopted several laws encouraging the development of international education programs, among them the Office of International Education, a Commission on International Education, and, as part of the

Florida Linkage Institutes, a number of exchange programs between universities in Florida and universities in the Caribbean, in Latin America, and abroad.

(b) To offset the shortage of qualified personnel in foreign language education, the state established the Critical Teacher Shortage Program, which provides incentives to actual and prospective foreign languages teachers in the form of grants, loan forgiveness, and tuition reimbursement. Summer Institutes provide 60 contact hours of instruction to teachers who are either currently out of the field, or are pursuing additional certification. In 1986 (also the year of Florida's last systemwide program review), 21 school districts offered summer institutes for a total of 459 (potential) foreign language teachers. Adjunct instructors, holding bachelor's degrees in a foreign language, may be hired as part of the Visiting School Scholars Program, and retired teachers may be hired as substitutes (without losing benefits). (The drawbacks to a too-liberal use of adjuncts is discussed in section 1 below.)

(c) New K-12 certification standards require prospective foreign language teachers to complete a minimum of 30 semester hours in specific language areas and to pass a test in the specific language they will teach.

(d) The Foreign Language in Elementary Schools Program (FLES) began in 1982-83, with the participation of 13 school

districts; by 1988-89, FLES operated in 27 districts, with a total enrollment of 60,232 students.

(e) Beginning in 1987, applicants to state universities were required to have two foreign language credits for admission. In 1990 the foreign language admissions requirements were amended. One particularly interesting feature of the amendments was the decision to allow American Sign Language (ASL) to fulfill a foreign language requirement--this is discussed further in section 6. Another feature, which strengthens the foreign language requirements, stipulates that not more than 5 percent of university applicants may be exempted from the foreign language requirement at the time of admission; however, students must fulfill the requirement prior to completing 60 credit hours at the university. These amendments have a trickle-down effect: K-12 foreign language instruction relies to a certain extent on demands and expectations at the college level. In certain circles it takes very little to undermine an educational resolution whose benefits are not easily measured, and certain of the on-site evaluations reported the lingering attitude that foreign language instruction is considered to be not a positive advantage but a necessary evil.

As this overview suggests, Florida has for many years pursued an active, even aggressive, policy on foreign language education. State efforts--like any human efforts--are often

beset with difficulties, and one predictable problem is finances: cutbacks in education are as common as alligators in a swamp--and just as dangerous. Some university budgets have been cut by as much as 5 per cent. In a climate of drastic reductions, where maintaining programs is problematic, expanding them is virtually out of the question. This report makes specific criticism and recommendations, and it does so in full awareness that more often than we like to admit in education, the bottom line is money; however, the suggestions are offered with the full awareness that going backwards also costs money. Given Florida's history of commitment to foreign language education, and given also the particular composition of its residents, it is much to be hoped that administrators will not use budgetary setbacks to justify less than what Florida's educational system, in particular its comprehensive program for foreign language instruction, has come to need or expect.

Systemwide recommendations

1. Adjunct instructors in the foreign language classroom: use and abuse.

To help meet the large enrollments in foreign languages, universities have adopted the practice of hiring adjuncts to teach foreign languages in the university. The practice is understandable, given the dramatic increase in Florida

enrollment and the immediate needs of foreign language students; however (as the individual reports indicate), it is too often the case that (a) the proportion of adjuncts to full-time faculty is dangerously high, and (b) the effect on both full-time faculty (overloads of course and committee work) and adjunct instructors (marginal involvement in the department, and second-class citizen status) can be detrimental to the needs and the welfare of the department and, consequently, of foreign language instruction itself. Thus, the use of adjuncts, intended to be remedial, is in danger of becoming an illness in itself, worsening the situation of foreign language instruction. It is strongly recommended that the university campuses attempt some reduction of the numbers of adjuncts. It may be of some consolation to realize the SUS is not alone in this problem: the ADFL report entitled "Policy Statements on the Administration of Foreign Language Departments" reviews the dangers of excessive reliance on part-time faculty, stresses the potential damage to foreign language programs as a whole, and makes specific recommendations for long-term departmental planning [the report is included as Appendix A, see especially "Use of Part-Time Faculty"].

2. Internal Collaboration: Colleges of Arts and Sciences and Colleges of Education.

Two language needs exist side-by-side in American

education: one is the need to expose monolingual English speakers to foreign language education; the other is the need to incorporate bilingual or non-English speakers into the English-language educational system.

Given Florida's critical teacher shortage, both in foreign languages and in English to speakers of other languages (ESOL); an increase in the number of qualified language teachers is crucial. The SUS will continue to play a critical role in teacher education. The two administrative units most directly involved in this process of teacher education are the Colleges of Arts and Sciences (A&S) and the Colleges of Education (COE). Given the importance of teacher standards [see section 4 below, with reference to the Consent Decree], it is essential that the relationship between the two colleges be a good one. As many individual reports suggest, however, too often this is not the case. Methods courses taught in the COE must be reflective of and responsive to the needs of foreign language faculty. COEs may be territorial and resent intrusion by foreign language departments on what they consider to be their exclusive turf. Linguistically based methods courses taught by experts in foreign language departments should be accepted as eligible substitutes for one of the methods courses required for certification.

A model of collaborative effort seems to be in place at FAU as well as at USF: the key seems to be a successful

personal liaison between the COE and the A&S.

In this regard, it is particularly painful for me to see the need to reiterate that native-language expertise does not automatically constitute teaching expertise. That a person speaks fluent English does not make that person a qualified English instructor. This argument has its corollary in the use of native speakers of foreign languages. This is an old trap, and an easy one to fall into: on the surface the ground looks perfectly safe; the hidden dangers become evident only once the fatal step has been taken. I cannot stress enough the importance of a responsible attitude toward professional teacher preparation, particularly since the native-language expertise fallacy seems to be operative (I hesitate to say "rampant") on so many Florida campuses.

3. External Collaborations: Florida Linkage Institutes and proposed collaboration with Japan.

The Florida Linkage Institutes, created within the Department of Education, have, as their primary purpose (according to the legislative decree), the development of stronger economic and social ties between Florida and strategic foreign countries through the expansion of cooperative research and technical assistance, exchanges between both students and faculty, cultural exchanges, and the enhancement of language skills in both the universities of Florida and in those of the foreign countries. At present,

the following linkage institute agreements have been developed between the SUS and the Community College System with organizations of higher education in other designated countries: Florida-Brazil Institute (University of Florida and Miami-Dade Community College); Florida-Costa Rica Institute (Florida State University and Valencia Community College); Florida Caribbean Institute (Florida International University and Daytona Beach Community College); Florida-Canada Institute (University of West Florida and Brevard Community College); Florida-Japan Institute (University of South Florida and St. Petersburg Community College); Florida-France Institute (New College of the University of South Florida, Florida State University, and Miami-Dade Community College); Florida-Israel Institute (Florida Atlantic University and Broward Community College); Florida-West Africa Institute (Florida A&M University, University of North Florida, and Florida Community College at Jacksonville). If the institutes are to achieve their full potential, they must continue to receive sufficient funding, contingent upon meeting a set of accountability measures. In addition, more effective communication throughout the SUS regarding the services and opportunities the institutes provide for research, faculty development and instructional support is strongly recommended.

It is admirable that many of the universities are actively seeking to extend the international range of their programs. However, a caveat is in order, with particular regard to plans put forth by the University of West Florida and the University of Central Florida to establish programs with Japan. Unfortunately, other universities have had difficulties in their attempts to introduce exchange programs with Japan. One element in these exchanges cannot be ignored: if universities are going to look for outside funding, they must be especially careful that the terms of the agreement stated or implied are clearly understood by both sides.

In this regard, the Fall 1990 ACTFL Newsletter featured an article on exchanges with Japan that is pertinent to Florida's exchange program (see Appendix B1; see also the article from The Chronicle of Higher Education, Appendix B2). The article reports on a study undertaken by the Institute of International Education (IIE), which investigated a number of American-Japanese higher education partnerships which have been formed over the last decade. The findings of the IIE are of direct relevance to current plans of certain SUS campuses, and should be seriously considered. I summarize: (1) Japanese partners are usually for-profit businesses, a factor which can cause difficulties for tax-exempt American institutes; (2) although these programs claim to foster greater mutual understanding between American and Japanese

students, in reality, the students rarely mix; and (3) Japanese students--and more especially, their parents (see the article from Asahi Evening News, Appendix B3) are shocked to discover that payment of tuition does not automatically ensure a degree.

In light of the report's statement: "The new developments in Japan-U.S. higher education represent the full range of folly, fraud, mediocrity, and excellence that can grow in such a setting," the SUS is well advised to be exceedingly careful in any plans and negotiations for exchange. Given this background, it is easy to see that offering a non-credit ESL program in Japan such as the UWF Kobe venture should be undertaken only with extreme care. Similarly, the proposed $600,000 Japanese donation toward a new building on the UCF campus must be considered an offer with strings attached, and UCF should be very clear as to the length and width of those strings, and of their possibilities for entanglement.

In addition to the articles already mentioned, I would refer especially to the "Principles of Good Practice in Overseas International Education Programs for Non-U.S. Nationals" and to "A Listing of U.S. Institutions of Higher Education in Japan," both put out by the Council on Postsecondary Accreditation (see Appendix B5 and B6).

4. Recent legislation.

The Florida Consent Decree, filed in 1990 on behalf of K-12 students of limited English proficiency (LEP) to ensure their rights to educational programs and services, has raised concerns over ESL certification and in-service training. State standards for full teacher certification are still in the process of being worked out; however, it is the absorption, by a grandfather clause, of teachers already in the public school system which provoked major concern. Teachers without adequate preparation in ESOL might nonetheless be certified de facto because of this grandfather clause, which embraces teachers who have worked with LEP students for two years, regardless of their preparation.

If a district decides to teach basic subject areas using ESOL strategies, teachers may be qualified under one of three options: (1) subject certification (grades 6-12), plus 60 hours of in-service or 3 semester hours of ESOL methodologies; (2) subject certification plus ESOL endorsement; (3) subject certification, plus full ESOL coverage. Two interpretations of the subject-area requirements are currently being discussed. One is that only teachers in academic ESOL courses will be required to take the in-service or coursework. The other is that any teacher with LEP students in their classes will be required to take the ESOL in-service or coursework. The second interpretation would mean that all teachers with

LEP students in their class will be required to have ESOL training. The relevance of this legislation to the State University System becomes more apparent when one considers the implications of providing the required in-service training. Some school districts have over 1000 teachers whose classes contain LEP students. Two basic and interrelated questions present themselves: (1) Who will provide the in-service training, and (2) Who will provide the money to provide the training? The questions can only be answered as teachers, administrators, university faculty, and the state DOE begin to implement the requirements mandated under the Consent Decree, but the answers will have far-reaching implications for the profession. (An excellent summary of the implications of the Consent Decree may be found in "The Standard Bearer," which I have included as Appendix C.)

The proposed International Language Institute, has, as its primary purpose, the responsibility to provide language and related instruction to persons interested in international trade and international affairs. The intent is to foster international trade, development, and relations with the State of Florida and foreign countries. An important question is, "What is the role of the foreign language, ESOL and foreign language teacher education programs (and their faculty) in the development of such an institute and the achievement of its goals?" Only by involving from the onset the specialists in

these fields at universities, community colleges, and school districts will this question be answered and the goals of such an institute be achieved.

5. Quality of language instruction: class size and oral proficiency

Two major issues (a) class size and (b) methods of proficiency testing were constant themes in the consultants' reports. The questions were addressed at length in the 1978 and 1986 Program Reviews. Nonetheless, in light of the recurrence of these issues, I have chosen to reiterate here the salient points of the discussion.

(a) Class size. Stated in its most simple formula, class size directly affects the quality of language instruction: the smaller the class, the more intensive the exposure to the language, the better the results. This dogma is the result of many years of observation and experience, not only from the evidence of Georgetown's School of Languages and Linguistics, but also from other institutions whose "business" is intensive language teaching (among them, the State Department's Foreign Service Institute and the Defense Language Institute). Maintaining small classes in a climate of financial cutbacks and personnel restrictions is the crux of the matter, and, judging from the university self-study reports, is a question of serious concern in the SUS. Instituting a policy of small language classes, and providing instruction by

alternating full-class meetings under a senior instructor with small-group sessions under "drill masters," may appear to be inefficient use of monies and teachers. However, experience has shown that such a system pays off in the long run by allowing learning to take place more rapidly, thus fostering a higher level of achievement. The essential ingredient is that class instruction be intensive, (at least 5 contact hours per week per student) and that classes be conducted by well-qualified instructors who have a mastery of recent developments in language teaching methodology.

As to the number of contact hours required for efficient language learning, the lower limit (that is, below which learning drops off drastically) seems to be about 5 or 6 hours a week; the upper limit (that is, above which the students are spinning their wheels) seems to be approximately 20 hours a week. Instruction in amounts above 20 hours per week requires special precautions against, among other things, fatigue, boredom, and overexposure to the same teacher. (Nonetheless, if precautions are taken, successful learning at an intensity of even 40 or 50 hours a week has been reported.) Within the "normal" range of 5 to 20 instruction hours per week, the rate of learning increases in direct proportion to the intensity, i.e., more learning takes place in 20 hours of instruction within a single week than in 20 hours spread over four weeks. Perhaps part of the reason for this is that the lower rate of

intensity includes four weeks of opportunities to forget, but put simply, rates of achievement are improved by increasing the rates of intensity of instruction.

Because of the importance of this correlation between intensity of instruction and rates of achievement, the Georgetown School of Languages and Linguistics conducted a lengthy investigation into desirable numbers of contact hours and class size in their language instruction classes. A copy of the report is attached (see Appendix D1). One crucial point made in the report may be of direct interest to the SUS: decisions on optimal class size varied according to both level of instruction (whether elementary, intermediate, etc.) and the nature of the material presented. That is, the Committee operated on a common sense principle: they preferred not to apply blanket rules, but to make an intelligent assessment based on individual needs. As one example, in setting the optimal class size for elementary language instruction, the working principle was to distinguish (1) commonly taught languages from (2) uncommonly taught languages. The first group could support higher numbers because (a) the material was likely to be more familiar and (b) there was a larger base of students to consider. A separate category was established for ESL classes, with optimal enrollment for first-year classes kept at a lower level than those set for either Group 1 or 2. Enrollment numbers for intermediate ESL classes, on

the other hand, were set at a level with the commonly taught languages (uncommonly taught languages maintained a lower optimal number). The report of the SLL serves merely as an example, but if Florida is seriously committed to quality language instruction, care must be taken that class size and contact hours with carefully prepared teachers be given a higher priority than seems to be the case on many campuses. (For a more complete discussion of class size and related topics, I refer to my lengthy remarks in the two previous evaluation reports.)

(b) Oral proficiency. Published guidelines for proficiency testing have been made available by ACTFL, and in fact were presented in full as Appendices C & D of the 1986 Foreign Language and Linguistics Follow-up report. With these facts in mind, I find it difficult to understand why, in 1990, a university consultant would have occasion to report that book chapters are essentially the measure of students' proficiency levels; or that, on the other end of the scale no written standardized test is being used for student placement.

I am including again as appendices to this report two sets of guidelines on oral language proficiency: (1) the report and guidelines of the professional association of foreign language teachers, the "ACTFL Proficiency Guidelines 1986" (Appendix D2) and (2) the report and guidelines of the association of government offices engaged in foreign language

instruction, the "Interagency Language Roundtable Language Skill Level Descriptions" (Appendix D3).

Given the importance of oral proficiency testing, I offer here an abstract of the points I have previously stressed. Taking as our basis of comparison the State Department's Foreign Service Institute (FSI), consider that their courses normally run for 24 weeks, with a weekly maximum of 30 instruction hours (6 hours a day, 5 days a week), in class groups of 5 to 7 students, amounting to a total of 720 contact hours. Naturally, oral proficiency depends not only on the difficulty of the language itself (for an English speaker, Arabic is far harder than French), but also on the amount of time and effort the student has had to put into mastering the writing system. The instruction presupposes well-trained, native speakers as tutors; class supervision by trained linguists; sophisticated and pedagogically sound instructional materials. It also presupposes small classes and the use of sophisticated audiovisual equipment.

The median level of oral proficiency (S-3) is defined as follows: "Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations in practical, social, and professional topics. Can discuss particular interests and special fields of competence with reasonable ease; comprehension is quite complete for a normal rate of

speech; vocabulary is broad enough that speaker rarely has to grope for a word; accent may be obviously foreign; control of grammar good; errors never interfere with understanding and rarely disturb the native speaker."

Let us make the clear distinction between oral proficiency levels and academic grades (which may be based on mastery of book chapters). Unlike academic grades, which measure content mastery of a prescribed course, oral proficiency ratings are based on the absolute criterion of native-speaker command of the language (this hypothetical native speaker is, of course, perfectly well-educated). The scales were originally intended to apply to government personnel engaged in international (especially diplomatic) affairs, and for this reason heavy stress was laid on accuracy of structure and precision of vocabulary. Admittedly, academic institutions cannot be expected to replicate FSI's conditions of instruction. Yet, intensive, or semi-intensive, courses with at least 5 hours of class meetings and commensurate time devoted to language laboratories, drill, homework, and extracurricular language activities can be and should be set up as the model. Such practices exist in the beginning and intermediate French and Spanish programs at UF.

Further, a minimum standard proficiency scale, based not so much on academic evaluations but on expected levels of speaking and reading, and following the ACTFL guidelines,

should be adopted. Procedures for oral proficiency testing are not impossible to implement, and they would represent a true contribution towards the articulation of foreign language instructions at all levels and in all campuses of the SUS. The careful articulation of proficiency expectations might also play a part in removing some of the tension which seems often to prevent useful collaboration between COEs and A&S (see section 2 above).

6. American Sign Language (ASL).

The recent amendment to SUS foreign language admissions requirements allows students to substitute ASL for a foreign language. Individual university consultants report some unease over this decision. Because of the importance of both the foreign language requirement and the needs of deaf students, I put the question to Dr. Barbara Kannapell, who enjoys affiliation with Gallaudet University in Washington, D.C., and is a co-founder of Deaf Pride. Her common sense approach is this: rather than a blanket decision, each student's individual language abilities should be assessed before a decision is made on the suitability of ASL to satisfy the language requirement. There are three levels of ability to consider:

(1) Some deaf students are fluent in English, but need additional assistance in ASL. These students might

justifiably fulfill the foreign language requirement by taking ASL courses.

(2) Some deaf students are fluent in ASL, but need additional assistance in English. These students might be allowed to fulfill the foreign language requirement by taking ESL courses.

(3) Some deaf students are bilingual, i.e., fluent in both English and ASL. It is to be recommended that these students take a third language (e.g., French, German, or Spanish) to fulfill the foreign language requirement. Keeping in mind that these students will be able neither to speak the language, nor to comprehend the spoken language, and that some restructuring of the typical high school foreign language classroom and curriculum will be necessary, the student nonetheless may be able to master some level of writing or reading in the foreign language.

UNIVERSITY OF FLORIDA

African and Asian Languages and Literatures
Romance Languages and Literatures

Strengths

General

1. The quality of the students, at all levels, in both the Department of African and Asian Languages and Literatures and the Department of Romance Languages and Literatures is impressive. Students who met with the consultants and who were observed in classes were articulate and clearly committed to their fields of study.

2. Both the Department of African and Asian Languages and Literatures and the Department of Romance Languages and Literatures regularly appoint linguists to their faculty. In doing so they incorporate linguistics into their own programs and support the major offered through the interdepartmental Linguistics Program, thus strengthening the foundation for the study of linguistics at UF.

Department of African and Asian Languages and Literatures (AALL)

1. A model of effective interdisciplinary cooperation, the Department of African and Asian Languages and Literatures brings together language, linguistics, literature and culture while engaging in a coherent program of instruction and research involving three continents and numerous countries from Japan to the Caribbean basin. The Department is the only

one in the State University System to offer a major in East Asian Languages and Literatures with a concentration in Chinese or Japanese and the only one to offer opportunities for extensive study in strategically, economically, politically, and culturally important but neglected languages and area studies such as Hebrew and Arabic as well as African languages and studies.

2. Faculty appointments have been carefully balanced between literature and linguistics and the faculty itself is manifestly comfortable with this mix.

3. There are distinguished scholars on the faculty and most faculty members, at all ranks, maintain an active and productive research program.

4. The Department's relations with interdisciplinary centers, most particularly the Linguistics Program and the Center for African Studies, are close and vital.

Department of Romance Languages and Literatures (RLL)

1. The Department offers strong, balanced undergraduate majors in French, Spanish and Portuguese which include a full array of courses in language, literature and culture, and an introduction to linguistics. Undergraduate majors have access to all faculty through regular courses or independent study offerings.

2. The graduate program leading to a Ph.D. in Romance Languages with specialization in French or Spanish and the M.A. in French or Spanish is similarly well-balanced in terms of its literature and language options and its offerings in linguistics. Long regarded as the leading program in the state and among the most solid ones in the southeast, the Department's graduate program is gaining increasing national and international respect as a center for substantial scholarly work. In addition to its two distinguished Graduate Research Professors, several other faculty members are prominent scholars and most faculty are active researchers who publish in highly regarded journals and presses. The faculty and program are able to attract students of high caliber.

3. Several faculty members have won teaching awards and the Department enjoys a high regard in the College of Liberal Arts and Sciences for the quality of its teaching.

4. The Department's commitment to sound and effective language instruction is impressive. It has a well developed proficiency-oriented language teaching program under the careful supervision of knowledgeable faculty. Some faculty are certified proficiency testers and there is a general understanding and application of proficiency-oriented approaches. The Department takes seriously its responsibility to provide high quality language instruction to large numbers of students. Enrollment in these classes is capped at a

practical and still effectual 23 students. Beginning courses are taught by graduate teaching assistants (GTA), full-time Lecturers and Assistant Professors while faculty at all ranks are involved in intermediate level instruction. No part-time instructors are used. The training of GTAs, including especially the Seminar on College Teaching, is well conceived, thorough, and of apparent benefit to both the students taught and to the development of the GTAs as future college teachers.

5. The Department plays a leading role in working with secondary schools, community colleges and Departments of foreign languages. Its innovative summer foreign language program, designed specifically for secondary French and Spanish teachers, continues to respond to the needs of in-service teachers to upgrade their knowledge and skills while seeking an advanced degree. Departmental faculty members are active in language associations such as the American Association of Teachers of French (AATF) and the Florida Foreign Language Association (FFLA), and French and Spanish faculty are regularly examining local high school students for the rigorously selective International Baccalaureate in French and Spanish. The faculty also has a longstanding service record in the Advanced Placement programs at the local and national levels. Faculty in French and Spanish have also been centrally engaged in the statewide Foreign Language Instruction in Florida (FLIF) Committee and

the Department makes use of the statewide structure established under FLIF to maintain a dialogue with other institutions on issues of foreign language instruction.

Areas of Need

General

1. The continuing quality of the programs in AALL and RLL is put in jeopardy by the fact that most salaries of faculty at the rank of Professor and Associate Professor are considerably lower than at other institutions for faculty at the same rank, according to an in-house nationwide survey and the American Association of University Professors (AAUP). A problem of "salary compression" exists.

2. The University offers little in the way of coordinated programs for study abroad. Opportunities for summer study abroad in Portuguese and in Spanish exist through the Center for Latin American Studies but students in other languages must make their own arrangements. More importantly, the University does not have its own academic year program of study abroad.

3. The perspective of the Department of Romance Languages and Literatures is that the relationship with their faculty and the Florida/Brazil Institute is not as mutually benefiting as it could be, given the expertise of Department faculty and the mission of the Institute. The Department reports that it

perceives little activity between the Portuguese faculty in the Department and the Florida/Brazil Institute. Despite its good relations with the UF Center for Jewish Studies, the Department of African and Asian Studies reports receiving little information or cooperation from the Florida-Israel Institute (located in Boca Raton).

African and Asian Languages and Literatures

1. Library holdings are strong enough to support existing and planned B.A. programs and even exceed this standard in areas such as Hebrew and African linguistics. But pressing needs remain in Chinese literature, and in Japanese linguistics and research tools. Holdings in Yoruba, while not yet satisfactory, are being augmented through links with Nigeria. There is currently no cataloguer who knows Arabic, causing a substantial backlog in getting those materials on the shelf.

2. There seems to be particular stress on Japanese and Hebrew with some first-year classes reported to have enrollments as high as 35-38 students. The Department currently has three faculty teaching Japanese, although one also teaches in the Linguistics program. Only two faculty currently teach Hebrew, but there is a vacant line in Hebrew and Linguistics in the Department, which the Dean indicated he intends to fill. The only two full-time lecturers in the

Department are in Hebrew and Japanese respectively. Yet classes still appear to be far too large.

3. While proficiency-oriented teaching has been adopted in Japanese language classes, it has not yet been completely incorporated into all of the Department's course offerings. The Department tries to be sensitive to and respectful of long-established pedagogical traditions in languages such as Arabic and Hebrew where such an approach is foreign. In the African languages, on the other hand, where there is no long experience with instruction, teaching materials are still being developed. The result, in both cases, is a cautious approach to proficiency-oriented teaching.

4. There were student complaints about tapes not being available in certain languages. Reportedly tape sets were destroyed in the 1987 Johnson Hall fire and not replaced in Hebrew and Arabic. Also, the University receives Satellite Communications for Learning (SCOLA) broadcasts which provide programs in different languages at different times of the day. These must be taped to be useful, but the Department lacks the human resources to do so.

5. Since AALL does not have a graduate program, it must rely on graduate students from other departments to teach lower level language courses. The problem of finding the suitable combination of linguistic and cultural knowledge along with appropriate teaching skills seems to be well understood by the

administration of the College of Liberal Arts and Sciences. Yet there may be an underlying problem of instructional cohesion and continuity.

6. In a department with exceptional interdisciplinary connections, the weak link is its relation to the interdepartmental program in Asian Studies. The Asian Studies Program is currently without a director and offers too few opportunities for interdisciplinary involvement by AALL faculty.

Romance Languages and Literatures

1. Some students would like to see graduate courses in general offered with more frequency. There is also some student dissatisfaction with (1) certain courses which combine undergraduate and graduate students and (2) a perceived lack of encouragement to pursue comparative literature studies at the graduate level.

2. The University prepares public school teachers through its five-year PROTEACH program which culminates in a Master of Education degree following, in the case of prospective secondary school teachers, completion of a Bachelor's degree in the subject area. Some faculty, students, and administrators from within the University report that the program is not working optimally and is not readily chosen by students who wish to teach. There was also concern from

alumni who are practicing teachers that there is little opportunity to explore the possibility of teaching prior to earning a Bachelor's degree.

Articles appearing in the Florida press on November 28, 1990 indicate that the alternative certification program for persons with Bachelor's degrees but without education courses is not very successful despite strong support by the Department of Education's Postsecondary Education Planning Commission (PEPC) for alternative paths to certification. If neither alternative certification nor the established route to teacher certification are functioning well, there would appear to be a serious problem at the University with respect to the preparation of foreign language teachers.

3. Faculty report that only one room in Turlington Hall is equipped for audio-visual use and that it must be shared by 60 to 70 classes from five departments. If a course is taught in a different building, as several are, there is no readily available AV support, such as slide projectors, fixed screens, recording equipment, etc.

Recommendations

General

1. Salary compression appears to be an institutionwide problem which was addressed by relatively small special allocations over the last two years. Despite the difficulty

of dealing with this issue, in times of fiscal constraint, significantly more must be done if the current high quality of faculty and programs is not to be eroded.

2. The State University System currently runs a program of study abroad in Florence, Italy. The needs of the University of Florida as well as other state universities might be met through similar SUS programs to support linguistic, cultural and related studies in major centers abroad.

3. The State University System, in cooperation with the Department of Education and the Community College System, should encourage and assist the linkage institutes to communicate more effectively to SUS faculty the services and opportunities the institutes provide for research, faculty development and instructional support.

4. The language lab seems quite up to date and well equipped although it may need more staff to prepare tapes. Audiovisual support, including equipment and materials, should be made more readily available for classroom instruction. Considering the importance of such technology for language courses, the University should address this shortcoming immediately.

Department of African and Asian Languages and Literatures

1. The problem of excessively large classes at the beginning level, especially in Japanese and Hebrew, requires immediate intervention. The most promising solution seems to be to fill

the vacant line in Hebrew at the earliest opportunity and to appoint additional full-time lecturers in both Hebrew and Japanese. Using graduate students from other departments as GTAs to address this problem, in a department without its own graduate program, should be approached with caution lest instructional coherence and continuity be affected adversely.

2. As the only program of its kind in the southeast, the Department is poised to exercise a leadership role on the difficult question of proficiency-oriented instruction in the neglected languages. The Chairman is a certified proficiency tester in Swahili and another professor is currently developing a proficiency-oriented text for instruction in Akan. The Department should encourage and the University should support more such efforts. The Department would render an important service to the State and Nation by contributing to the development of proficiency-oriented materials and a suitable proficiency rating scale for use at UF and elsewhere in the languages under its purview.

Romance Languages and Literatures

1. Stipends for GTAs should be higher in order to be competitive on a national scale. This is especially so when one considers that most stipends require a teaching load which the graduate students view as "substantial" and which reportedly slows them down toward the Ph.D. (Currently the

base stipend for a one-third teaching load or one class per semester is $5,500; the base stipend for a one-half teaching load or two classes per semester is $8,000. AALL has a similar practice for the one-third load, but GTAs are paid approximately $500 less for the one-half teaching load.) There may be a need for the College of Liberal Arts and Sciences and the Department to foster more fellowships for its best graduate students, perhaps for the dissertation year. Some GTAs also expressed a desire for a letter of appointment that applied to the entire academic year instead of just one semester.

2. The question of how best to develop foreign language teachers for the state's schools involves somewhat different perceptions on the part of the Department and the College of Liberal Arts and Sciences on the one hand and the College of Education on the other. Currently the University of Florida seems to offer more barriers than inducements for students to become foreign language teachers. The problem of facilitating entry into the foreign language teaching profession would seem to require intervention by the Provost.

3. The Department has a highly successful summer foreign language program for high school teachers of Spanish and French. It is difficult to overstate the importance of this program in terms of the service it renders to the state's secondary schools, the importance it places on advanced

language study as a component of the liberal arts, the recognition and encouragement it gives to capable high school teachers, and the model it provides for the state and nation. The College of Liberal Arts and Sciences may wish to consider special allocations to support such a successful and important program.

THE UNIVERSITY OF FLORIDA

Germanic and Slavic Languages and Literatures
Program in Linguistics

General Observations

The following statement is based on the self-study reports provided by the two units prior to the site-visit and on a comprehensive site visit of one day each which took place on November 6, 1990 for the German and Slavic Department, and on November 13, 1990 for the Linguistics Program.

Though noteworthy differences exist between the two reports regarding the focus which they provided for key issues and also with respect to the supporting details presented to facilitate an understanding of the units' administrative structure and academic life, the diverse activities scheduled in conjunction with the site visit made it possible to gain a rather comprehensive view of both programs.

Germanic and Slavic Languages and Literatures Program

The undergraduate program fulfills the standard functions of most language departments in the country, providing language instruction to the student population at large, while also offering a complete major in both German and Russian (B.A. program). In addition, German offers a B.A. in German Studies.

Since the last program review a noteworthy effort has been made to focus on more communicative approaches to language instruction and to expand the offerings at the upper level. What remains to be developed is a well-motivated progression throughout the undergraduate sequence. The first step toward accomplishing this is to establish goals and prepare outcomes statements for the entire program which are then refined for the different levels of instruction. For both the macro- and the micro-statement, the overall institutional setting, the student population, and the particular strengths of the Department must be carefully considered. In this fashion, the proficiency orientation advocated by the SUS could be interpreted as more than an emphasis on oral language ability, a focus that academic programs, particularly if they aspire to research standing, sometimes find difficult to embrace.

The energetic efforts of some faculty members have brought about a rather workable progression for the first two years. Not surprisingly, the break occurs between the second year of language instruction and the upper level content courses, where the literature, but also the area studies courses, presume a level of language ability that is rather unrealistic, therefore frustrating to the students, and, on some level, also to the faculty. Initial discussion of this topic seems to have begun among the faculty. It is to be

strongly encouraged, particularly since the faculty as a whole seem quite able and willing to cooperate. For a faculty whose area of expertise lies in literature, providing the opportunity for staff development in the area of curriculum building and for enhancing the repertoire of methodological approaches is crucial. In particular, diverse ways of working with written texts in reading and writing have the potential of not only bridging the gap within the undergraduate curriculum, but also to enliven the existing strength in and focus on literature.

Even with such internal changes, the Department would still labor under a number of structural constraints which make it difficult for its programs to grow. For example, throughout the state educational system many students attend the first two years in a community college setting. This has many advantages. However, there are also clear disadvantages for foreign languages like German and Russian which are rather less commonly taught at the community college level: since the associate degrees must be accepted by the University, it is extremely difficult for such a language program to create majors, in terms of number, but also in terms of the desired quality. One way to address this matter would be to make language more a **basic** component of post-secondary education, rather than an **exit** requirement. In practice, encouraging students to take languages early on in the first and second

year, rather than waiting until much later, would be a first very helpful step. Obviously both administrative as well as appropriate advising support would have to be provided.

On a similar note, articulation between the various institutional settings (high school - community college - university) and various instructional levels could also be improved through a more deliberate way of handling student placement. At this point, it seems that placement is primarily advisory, due to limited capacity on the part of the Office of Instructional Resources to address this critical issue. Helping the Department devise its own placement test and providing the requisite financial and structural resources to administer it would significantly enhance the usefulness of previous instruction. The required additional resources are minor compared to the benefits which could accrue to the state and its citizens if articulation in terms of performance rather than in terms of seat-time were taken seriously.

Within the general parameters mentioned, the Russian program is in need of additional attention, particularly through emphasizing oral language use. There is every indication that, with the return of a key faculty member, this concern will be vigorously addressed.

Instruction in Swedish is primarily maintained as a reflection of existing faculty expertise and should probably be phased out should this expertise no longer be given.

The graduate program has seen an expansion into the Ph.D. degree during the last review period. Not enough time has passed to allow judgment on its viability and attractiveness to prospective graduate students. While the rationale presented at the time of its creation continues to be sound, the general climate within which graduate foreign language departments in this country operate, as well as the specific needs that would seem to prevail in the southeastern region of the U.S. and the State of Florida, speaks strongly, as a matter of particular priority, for the incorporation of applied linguistics/second language acquisition into the Department. By incorporating such a program emphasis and representing it through an applied linguist, preferably at mid-level faculty rank, one would not only aid the Department's efforts at internal program coherence. In addition, one would provide the opportunity for further improvement of teaching assistant (TA) training, of teacher preparation, not to mention responding affirmatively to a national trend in graduate program structure and educational focus in society at large. As it stands, the graduate program shows a near-exclusive emphasis on literature, essentially following a period division, which only marginally takes into account the other realities referred to above.

Finally, such a shift in program emphasis would help address a key issue to which I will return, cross-departmental

cooperation with the Linguistics Program and with the College of Education.

[**Note:** The department has filled a position with the appointment of a second language acquisition expert at the Assistant Professor level.]

Faculty

The faculty shows a nice combination of strengths in research and teaching and seems quite willing to address the diverse issues which it faces in a cooperative manner. As a whole the benefits of a relatively small department are well used. However, the Department also runs the risk of being disproportionately disadvantaged if staffing lacunae occur because of temporary faculty absences, due to the loss of faculty, or because of delays in the filling of vacancies. Such staffing considerations must be addressed as expeditiously as possible, even in times of fiscal restraint, if the previous advances in program building and enhanced program coherence are not to be jeopardized.

Faculty have been able, often through personal contacts, to build overseas connections for their students. However, a strong junior year abroad program which would bring American students to language ability sufficient for graduate work is difficult to establish for the previously mentioned structural reasons.

Similarly, a number of faculty members were active in

professional organizations (Modern Languages Association [MLA], American Association of Teachers of German [AATG], South Atlantic Modern Languages Association [SAMLA]) and helped with fostering ties to the community.

Even with these positive attributes and a great deal of resourcefulness, it seems clear that faculty build-up needs some redirection if the entire program is to cohere optimally. Thus, while a medievalist would obviously help round out the period literature offerings, in my estimation a position for an applied linguist with a German focus would permit a number of more pressing concerns to be addressed (see above, undergraduate program).

Faculty members mentioned a willingness to participate in team-teaching, something that is particularly appropriate for a language department that wishes to expand its area studies component and enhance its teacher training capability. However, guidance might be appropriate regarding how budgetary lines could be crossed, how student full-time equivalents (FTE) would be counted for interdisciplinary courses, and how teaching loads would be determined.

Students

By and large, the students whom I encountered seemed satisfied with the Department's offerings. However, they voiced concerns about the focus of Russian language instruction, about the two-track system of intensive and non-

intensive instruction and its confluence of students beyond the basic sequence, about different attitudes and perceptions by instructors and students regarding participation in one or the other track, and about the gap between language and literature courses. Undergraduates expressed satisfaction about having native speaker TAs in their language classes, but were unhappy with class size in the lower division classes.

Although the graduate students acknowledged important improvements in their preparation for language teaching, they were also concerned about an unusual work-load in conjunction with their teaching, particularly if one considers that they must also work with the undergraduate tutors who are assigned to their language courses. They saw no significant relationship being maintained by the Department to either the Education or the Linguistics Program, although they agreed that this would be most beneficial for them, in terms of their language and literature teaching, but also in terms of their literary research. In the absence of a faculty member who could provide encouragement in that direction they themselves did not see a possibility for suggesting or even initiating such a meaningful connection.

Support

The faculty acknowledged good support from the dean's office, particularly with regard to improvements in offices, increased availability of computers and the availability of

research grants.

Even so, additional support is definitely needed with respect to office space for faculty, particularly adjuncts and TAs. Space needs pertain most urgently to classrooms where the faculty's desire to incorporate AV materials into their instruction is often thwarted by the location of their classrooms and the inability to obtain equipment at a given hour of the day. Dedicated classrooms for foreign language instruction, preferably close to the departmental areas, are high on the list of priorities.

Similarly, while SCOLA broadcasts are available on video, they can be incorporated in a maximally beneficial fashion only if they have been taped, requiring extra student help, and the instructors previewing of these materials. The Department has equipment in its own conference room, but often this room is used for instruction; thus previewing is not possible.

If the faculty is to reach out to Florida teachers and upgrade their language and instructional abilities, funds must be made available for summer institutes in a predictable manner. The faculty feel that they could contribute in a substantive fashion to the professionalization of in-service teachers over a wide geographic area in the Southeast. However, a clear mandate and likely support ir that direction has not been ascertained. A program similar to the French and

Spanish Summer foreign language program for high school teachers in the Department of Romance Languages and Literatures may be a possibility to consider by the German and Slavic Languages Department.

A Florida-Germany Linkage Institute has been proposed by the University. The consultants for this program review strongly support such a venture at UF.

Summary of Observations

Strengths

- Generally cooperative faculty with respect to its internal affairs;
- Good follow-up since last review regarding the introduction of a more communicative approach to language teaching, at least in the lower division language classes;
- * Class size has been brought under some control, though it continues to require watching.

Areas of Need

- Insufficient articulation between different instructional/institutional levels;
- Gap in the undergraduate program between language and subject matter instruction;
- * Strong reliance on traditional graduate program structure, with relatively little flexibility/diversity and almost no cooperative ventures outside the Department, e.g. with the Education and Linguistics Program;
- Faculty strength almost exclusively limited to literature.

Recommendations

- Institution must provide a context in which structural impediments to language instruction in the early stages of college study are removed or, at least, considerably, reduced;

- Review curriculum at undergraduate and graduate levels that would focus on a coherent instructional sequence in the undergraduate program and seek to allow greater diversity in the graduate program;
- On the basis of this review explore cooperative ventures with the Education and Linguistics Programs;
- Provide funds for faculty development, perhaps a one- or two-week institute for the entire faculty, in the area of curriculum development and a comprehensive look at current trends in teaching;
- Develop placement test/placement mechanism in order to enhance language instruction;
- Increase support for the use of technology in classrooms.

Program in Linguistics

The Program in Linguistics is influenced by two overriding facts: an unusual diversity in its program offerings, and its status as a "program," rather than a formal academic department. This means a considerably more tentative standing with respect to the institutional structure and the allocation of resources even though the Program has degree granting authority through the Ph.D. Therefore, with this review process the Program in Linguistics provided extensive rationale for establishing a core faculty which could attend to its central concerns as well as its other wide-ranging activities with considerably greater ease, predictability, and, therefore, ultimately academic quality, both now and, even more importantly, into the future.

Program

The seven formal programs combined within the Linguistics Program, three degree programs (undergraduate major, Master's and Ph.D.), the ESOL certificate program, and the three service programs for the international students at the University (The English Language Institute, the Scholarly Writing Program, and the Academic Spoken English Program), provide an unusual array of diverse offerings.

By and large, and particularly if one considers formidable historical constraints, these programs seem to have been quite successful. Since the B.A. in Linguistics has only been in place for a few years, it is not yet well known among students, accounting for its relatively small size. However, the subject matter of language and its role in society seems to enjoy tremendous interest among the students, repeatedly resulting in overfilled classes and insufficient sections which do not meet the demand.

The introduction of the TESL certificate program has creatively addressed the need for educating students from diverse backgrounds, not only linguistics graduate students, about linguistics and language teaching. The programs for international students meet a specific demand in a very satisfactory fashion.

Students in the Master's and Ph.D. program expressed general satisfaction with what the Program set out to achieve.

Where concerns were voiced they almost inevitably related to the unusual faculty situation. Thus, they remarked on the range in course offerings which the diverse provenance of faculty made possible. On the other hand, the program can suffer from lack of availability of courses for an individual student at a given time since its is extremely difficult, if not impossible, for the Program to map out the availability of critical professors over a given student's period of graduate study. Obtaining the right adviser becomes a potentially difficult task that may lead to a certain drifting and less than optimal pursuit of the degree. For advanced graduate students, accessibility of professors, many of whom have only a 1/5 commitment to the Linguistics Program, becomes particularly critical at the stage of thesis and dissertation supervision and guidance. Such a relationship between faculty and students is inherently based on a long-term commitment, something that the Linguistics Program, under the current faculty allocation, cannot guarantee its students at all times.

The graduate students made a number of suggestions which would impact on program offerings. Thus they felt that the Introduction to Linguistics courses for which significant demand exists could be taught by the international TAs who are otherwise restricted in their teaching options. Of course, such an assignment would depend on their English language

abilities and their knowledge of the subject.

Another program detail that requires attention and coordination is the matter of enrolling international students during the summer. The difficulty here is that summer course availability in the Academic Spoken English Program, at present, is not guaranteed due to budgetary limitations, thereby leaving the international students in a very serious bind. Also, international TAs find themselves in conflict between departmental requirements for teaching and the need to first receive the necessary training.

Faculty

Although the composition of the Linguistics Program faculty is diverse to say the least, there was a unifying sense of strong commitment to the cause of linguistics as an academic discipline, but also to its service role, particularly vis-à-vis the international students. In addition, faculty members have shown remarkable willingness to participate in this cooperative venture and should be commended for their assiduity in providing an effective course of study.

As it stands, the Program draws its faculty from a multitude of quarters, with only three being budgeted in Linguistics, others budgeted through the English Language Institute, and the majority being borrowed from various other language departments as well as from the Departments of Anthropology and Communications Processes and Disorders. In

that sense, the Program is a nearly unique model for the kind of interdisciplinarity which is generally recommended for the future, and its success depends on some formidable administrative juggling which the Program's leadership seems to have been able to accomplish with admirable deftness. However, it must also be understood that this interdisciplinarity means that a critical permanence eludes the Program, something that, ultimately, impacts negatively on the program, on its students, particularly its graduate students, on the participating "borrowed" faculty, and also on their home departments. It is this matter which must be addressed creatively and decisively at the earliest possible time if the momentum the Program has built up over the years and its ability to provide for the State of Florida the required expertise in languages and international communication is to be maintained and enhanced.

In particular, some avenue must be found to establish a core faculty for the enterprise in linguistics. The use of administrative units such as "program" or "institute" or "department" is purposely avoided here, since the ultimate shape and form which such a rearrangement of faculty lines would take remains to be worked out. However, it is clear that, in order to flourish as it shows every indication of being able to flourish, Linguistics must have full control over at least five core lines, in phonetics and phonology,

morphology, and syntax, ESOL and semantics. Such a change would not in the least disrupt the need for and advantages of the current interdisciplinary approach since, obviously, the Program would continue to rely heavily on expertise in other areas of the University. One concern in deciding on the ultimate form for such a reallocation of lines is the perception of potential infringement from other departments. However, as one contributing faculty member observed, if this shift is handled correctly, the contributing departments might well be relieved since some of their very difficult and burdensome obligations vis-à-vis the Linguistics Program would become somewhat more manageable.

At present, a particularly strong awareness of the need to cooperate with Linguistics exists in the Department of Romance Languages and Literatures. It might be possible, in the restructuring, to develop such an awareness in the other departments as well and to encourage input from them in the faculty choices that remain to be made, either in Linguistics or in the respective departments.

As part of the suggested rearrangement of faculty positions, the matter of tenure-track lines must be addressed. As it stands, the ELI Academic Coordinator does not have such a line, something that contradicts the recommendations in the last program review which advocated a prominent place for the ELI. At first sight the fact that the ELI is neither a credit

nor a degree program seems to mitigate against such a position, but the faculty member's contribution to the overall success of this important subcomponent of the Program and also to the Program's degree-granting components simply cannot be ignored.

There would also seem to be additional staffing needs based on a state mandate that teachers must be trained to "handle" LEP students. With the present staff, fulfilling this additional requirement issued by the State is essentially impossible.

Students

The graduate students with whom I visited, seemed generally pleased with the program.

Support

If support is interpreted to mean direct faculty lines and additional support for adjuncts, TAs, and conversation leaders, then much critical work remains to be done (see above).

However, in other areas there was agreement that the Program has obtained important help, - and has also been able to expand its impact creatively and through quite a bit of cooperation between various people. In particular, the use of technology for the ELI must be favorably noted. The fact that the library handles the ordering of materials in a very expeditious fashion was gratefully acknowledged by the Program Chair. The Library was also singled out for its dependable

handling of equipment requests. Particularly for ELI, additional support is needed for extra classroom space during peak hours and for more conversation leaders whose current pay of $ 5.-- per hour simply is not attractive enough.

Summary of Observations

Strengths

- Through a commendable level of team effort within the program and across disciplines, the Program has been able to provide a wide range of substantive and effective courses of study;
- Excellent use of the available technology is evident in various parts of the Linguistics Program, in the programs for Academic Spoken English, in the Writing program, and also in the graduate offerings;
- Satisfaction was expressed about the handling of library acquisitions;
- Class size is most appropriate for the intensive language instruction which must be offered;
- The Program stands ready to help solve some of the very problems faced by the State which relate to language and culture. These translate into important political, economic, and ethnic issues for whose solution an academic institution can provide significant input.

Areas of Concern

- Uncertainty regarding the availability of faculty from the numerous departments which cooperate in the Linguistics Program is seriously undermining the Program's ability to contribute in the measure in which it seems capable of contributing, in its current programs and into the future--this issue is of crucial importance to the proper functioning of the entire Program;
- While the need to work cooperatively with the Education program is fully understood, a basic inability to communicate on the substantive issues seems to have set in;

- Space availability for the ELI activities, particularly the conversation classes, is critical at prime class hours;

- Teacher training, at times, is hampered by diverse mandates, issued by departments or even the State.

Recommendations

- Create an arrangement whereby the Linguistics Program can have at least five permanent core lines over which it has complete budgetary and academic control. In this context, a number of current configurations must be looked at with frankness and in a cooperative spirit which makes the Program's mission the foundation of subsequent decision-making.

- Provide tenure-track status for the ELI coordinator.

- Increase funding for the General Education courses offered through the Linguistics Program for which tremendous demand exists which cannot currently be met. One option which could be explored is to make teaching these courses available to international TAs, subject to their abilities in English.

- Increase cooperation with other Departments, particularly Education, English and German. This might best be achieved through encouragement from a higher administrative level.

- Explore space allocations for classrooms, particularly in the ELI program.

FLORIDA STATE UNIVERSITY

Modern Languages and Linguistics

Introduction

1. Because of its diversification (11 different languages, organized in seven different divisions: Spanish, French, German, Russian-Slavic, Italian, Asian, and Linguistics), and thanks to its complex but coherent structure, and to its attention to its own mission and that of FSU, the Department of Modern Languages and Linguistics is able to offer professionally serious and culturally enriching liberal arts, multidisciplinary, and international programs at three different degree levels (highest beyond B.A.: Ph.D.s in French and in Spanish, M.A. in German and in Russian-Slavic -- there are service courses but no degree programs in Asian languages and in Linguistics). Throughout the seven divisions there is a noticeable degree of internal cooperation and camaraderie -- no doubt influenced by FSU's tradition of emphasis on individuality and democratic governance. On the whole, adequate balance exists in language divisions between literature, applied linguistics, cultural studies, and grammar in basic degree programs.

a. The Department is involved in several forms of interdepartmental majors: with Asian studies, Comparative Literature, Latin American and Caribbean, and Slavic and East European Studies.

b. International programs enjoying the Administration's firm support, and which add strength to the Department's outreach and research capabilities are Florida-Florence, Florida-Costa Rica, Florida-France. These enrich the cultural atmosphere of the entire Department. A Florida-Leningrad program involving the Department is projected for the future.

c. The Department has long been active in linkages between itself and secondary schools, making available its language labs, providing judges for contests, etc.

d. The Chairperson has been active in the past 3 years in statewide FLIF (Foreign Languages Instruction in Florida) on the committee studying FL equivalencies between high school and college language study and setting standards.

e. Also, certain members of the Departmental faculty have expressed a willingness to be involved in collaborative programs with other universities in the System.

Recent Growth

2. Since 1986 there has been real growth in undergraduate enrollments. Especially since Fall, 1990, growth has been

(across the board and especially in French and Russian at the 4th year level) called "unprecedented."

Amendments to the Foreign Language Law, while not fully in place, promise to clarify admission requirements and will be helpful in dealing with increased enrollments. SAT scores for admission are going up, thereby improving student quality.

Teaching Staff

3. Representing a variety of languages and cultures, the professorial staff is a well qualified group, with an admirable record of working together to achieve the Department's goals.

Regular faculty participates (with the exception of German) in basic language courses, along with teaching assistants.

4. After a hiatus of three years, the Department and the Dean of Arts and Sciences are ready to recruit two new teachers immediately at the assistant professor level (Spanish 1, Russian 1 -- the latter depending on retirements).

5. A large bequest in French from a former FSU professor is in the offing. When implemented, it will, with local matching funds, make possible the founding of an Eminent Scholar professorship in French.

6. Equality of Opportunity (EEO), in the view of the Department, is considered good.

7. There are no adjunct personnel employed in the Department

at present, though in years past one has been brought in to teach Arabic.

Instruction and Resources

8. Along with supervision by a dedicated staff, there is a willingness to achieve standardization of teaching methodology and testing in the Department's largest beginning language programs. The four basic skills are stressed in French, Spanish, German, and Italian; speaking and listening comprehension are deferred in Russian and Asian languages. There is uniform testing in multiple-section basic courses. Intensive (Dartmouth-type) courses, offered on a relatively small scale, are proving effective in French, Spanish, German, and Italian.

a. Despite recent reduction in classroom space, standards of teaching and student achievement, along with the improvements described in the 1986 report, have been maintained. Some quality control mechanisms are in place.

b. Language laboratories (4) are state-of-the-art and well operated; a request is being readied for their expansion along with a request for up-to-date technology in the classroom (VCRs and the like). German is the departmental leader in making use of lab media, including video.

9. FSU has a large, generally adequate library for Modern Languages and Linguistics research.

10. Awaiting further action is a new Italian M.A., pending final approval by the Board of Regents. A new Russian and Slavic multicultural course (SLL 1500), in English, is to be instituted shortly, when FSU's locally mandated multicultural course requirement takes effect.

11. Recently, with College of Education assistance and that of the Center for Teaching Effectiveness, teacher training workshops are in operation for the largest programs: Spanish, French, and German.

12. Grants from outside:

a. Currently a foundation in Germany provides two undergraduate fellowships per year.

b. On an interim basis, a donor (see item 5 above) is currently funding 6-8 fellowships for summer study in France. Her bequest plan foresees scholarships to send all French majors to France for a year, along with sizeable grants to other language divisions in the Department.

13. Overall quality of undergraduate and graduate programs in the Department is good. In its graduate program, the Department merits the confidence expressed by the Faculty Senate policy committee, whose reviewers over the past 3 years have recommended all graduate programs be continued.

14. As noted above, demand for language courses and linguistics is growing; admission standards are being improved. The departmental Self-Study states: "the retention of clientele is most successful at the graduate level. The greatest attrition comes after the courses numbered 2200 in all the languages, because these courses mark the end of the language requirement in the College of Arts and Sciences and the B.A. university-wide" (p.10).

Students (8 undergraduate, 9 graduate interviewed)

15. Both undergraduate and graduate groups expressed general satisfaction with their learning experience, including the inter-cultural, in the Department.

16. Advising rated excellent; supervisory staff in multiple-section courses good, though in Russian, such supervisors became less available owing to increased demands for them to teach classes in the lower divisions.

17. Speaking was felt to be a goal of French and Spanish basic language instruction; for what students felt were legitimate reasons, Russian instructors deferred the oral in favor of the study of language structure.

General Needs

1. There is a need to demonstrate to administrators the Department's urgent requirement of greater financial support. With higher levels of financial support (principally salaries)

for faculty (including additional staff and released time for dissertation direction), for graduate students (TA stipends) -- and of course for more space -- practically all phases of the present operation can be improved: scholarly production, quality of teaching, and morale of students and staff.

2. Because of a growing shortage of teachers of foreign languages and of English as a Second Language, there is a need to increase public and professional awareness of the importance of foreign languages in the university, in the state, and in the nation. To that end, the Department should strive to project its influence and to make known its ability to advance cooperative ventures with a wide range of educational entities, not only at Tallahassee, but in schools and colleges throughout the state and region.

Space Resources

3. Space available per student -- the situation is deteriorating: each year there are more students and less space for classrooms, offices, meeting rooms.

4. Class size is a problem: lower division classrooms, averaging about 23 students, are full (frequently as determined by local Fire Marshal's regulations). In certain upper division courses, predominantly lecture-discussion classes, size may average about 31. The student-teacher ratio in language courses remains manageable but far from ideal.

Instruction

5. There is a need to encourage, after careful planning and looking at attendant problems by all concerned, a greater degree of communication and cooperation between the Department of Modern Languages and Linguistics and the language-training entities of the College of Education, with a view to helping overcome a critical teacher shortage in foreign languages and English as a Second Language in the U.S. Some desiderata:

   a. More training of teaching assistants prior to teaching, including formal coursework by specialists, and follow-up monitoring.

   b. Requirement of a minimum of teaching experience prior to teaching assistantship.

   c. Another level of screening of applicants to include a cassette recording of each TA speaking several kinds of discourse, as needed in classroom teaching.

6. Also needed is a statement of specific knowledge and linguistic skill competencies that will be expected. (Note that upper division and graduate instructors felt goals were stated in syllabi and reading lists, and that student achievement was adequately tested.)

7. Given the emergence of Eastern Europe as a critical area for the U.S., the Department should look toward eventually developing a Ph.D. program in Russian and Slavic.

8. A Department-wide course in Literary Theory combined with

Methods of Literary Research at the M.A. level, but available to Ph.D. candidates as well should be added.

9. At least a minimum of resources should be allocated to a distinguished speaker's series reflecting departmental interests; also to the provision of needed films in film courses in the Department.

10. As a longer range consideration, plans should be laid for initiating a B.A. program in Linguistics at Florida State University.

Students' Concerns

11. Encroachments of other entities upon the Department's space was cause for graduate student worry. Dean Bickley is actively working on this problem and expects a solution in the near future. TA office space is inadequate.

12. Beginning foreign language students were deficient in the study of writing and grammar, despite the University's "Gordon Rule," and TAs had to do excessive remedial work.

Responses to 1986 Recommendations

13. Despite the 1986 item, the consensus is that a German Ph.D. program is not needed at this time. One already exists at the University of Florida.

14. A previous recommendation for more teaching assistants in Russian will soon be implemented (from one to three), with the prospect of more if the Ph.D. in Russian-Slavic, now being

discussed, is given approval.

15. Previous recommendation of the M.A. in Italian Studies now awaits Board of Regents approval.

16. Still to be implemented are recommended language proficiency standards (as, for example, found in ACTFL Proficiency Guidelines) for each language program.

Conclusion

A majority of the recommendations above are predicated on proper resource availability, for example, those involving desperately needed space and the improvement of faculty salaries in all areas, along with higher stipends for Teaching Assistants. Some of the above needs, however, involve not so much finances as a willingness to try new solutions, for example, a higher level of cooperation with language-teaching entities in the College of Education or ever greater attention to quality in undergraduate language teaching. Above all, because of its value to the University, the Department of Modern Languages and Linguistics merits the fullest support and encouragement of the University administration in the difficult economic times that lie ahead.

FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY

Spanish and French Programs

Overall Appraisal

The administrators and languages faculty at FAMU recognize a critical if not strategic role the languages program can play in attaining or helping to attain their goals of an inter-disciplinary and intercultural curriculum that serves the underrepresented section of the population. One can see in their activities and vision a true reflection of the goals of the institution. The stage, it does appear, is set for the full realization of the institutional mission of multiculturalism. The difficulty, though, is that vision and commitment in and by themselves, are not enough to offset shortages and limitations which hamper the role of the present set-up even as a service program.

To the credit of the institution, their self-study document shows an awareness of the acute problems facing the present program. Assuming that no further expansion is contemplated, it is not conceivable to continue to run the program with three non-tenured faculty, two office spaces, no language lab., no audio-visual support, limited and ill-equipped classrooms that are not sound-proof, and inadequate supply of library materials. However, extensive on-site interviews with faculty and administrators reveal a recognition of the role a viable and strong languages program can play in

furthering the University's mission, and a commitment to resolve some of the issues within a reasonable degree of time. The comments that follow take into account the stated desire of the institution to expand the language program by making it a separate academic department.

Program Strengths

1. Expressed institutional commitment
2. Commitment to add three to four and a half faculty to the present faculty strength.
3. Qualified and dedicated faculty. All have doctoral degrees.
4. All faculty are on tenure-track and promised lines are tenure track.
5. Faculty commitment to concept of oral proficiency.
6. Requiring 12 hours of language courses in the Arts and Sciences
7. Sound course offering in Spanish.
8. Sound course offering in French.
9. Well-defined course and curriculum objective.
10. Faculty willingness to try new ideas/methodology
11. Growing enrollment in Spanish (275 in 1989 up from 210 in 1988)
12. Apparent interest in computer-assisted instruction. (One of the faculty has attended a training in the field).

13. An envisaged Study Abroad plan for French students.
14. A student-faculty ratio in French of 15:1. (This however is more a reflection of low enrollment).
15. Tutorial Assistance program (FLTASP) in Spanish.
16. Good rapport among faculty.
17. Faculty involvement in outreach activities in neighboring high schools.
18. Center for Translation Services - result of a grant of $472,000.00 obtained by a faculty member from the National Security Agency.
19. Faculty interest in external funding for curricular improvement.
20. Expressed interest in non-traditional and applied language offerings to enrich curriculum.

Areas of Concern

1. Insufficient language instructors. Faculty apparently overworked.
2. Absence of a tenured language faculty.
3. Absence of a language laboratory.
4. Absence of audio-visual equipment and other teaching aids.
5. Absence of classrooms well-suited for language instruction.

6. Insufficient faculty offices. (There are presently two office spaces for three instructors).
7. Very limited library holdings in both languages, but particularly, in French.
8. Absence of a location/storage for available teaching equipment. (No staff to handle delivery and pick-up).
9. Low enrollment in French.
10. Absence of a meeting room/center for interaction and practice in the foreign language.
11. Dearth of faculty scholarly publication.
12. Apparent absence of mechanism for faculty release time to encourage more research efforts.
13. Reliance on interviews and teacher-made tests for placement of students.

Recommendations: Part I (For immediate attention of the Administration)

1. A frank dialogue between the languages faculty and administrators to determine priorities and how to allocate available resources to meet present needs.
2. Administration should match commitment with immediate provision of a language laboratory, audio-visual equipment, teaching and visual aids, etc.--all for exclusive use of the Languages program.
3. Establish a position for a full-time director of the new language lab.

4. Insure that library holdings are increased. Follow up on materials already requested.
5. Provide suitable classrooms for language instruction.
6. Accelerate process of tenure to give present program some respectability, credibility, and sense of permanency.
7. Establish mechanism for release time to encourage faculty research.
8. The envisaged Study Abroad program in French should be pursued vigorously to attract more French students.

Recommendations: Part II (For more direct attention of the language faculty)

1. A clearer statement on commitment to the concept and practice of oral proficiency-based instruction.
2. A clarification of the manner and frequency of testing oral communication skills.
3. Need for a periodic workshop for the students involved in the Foreign Language Tutorial Assistance Program (FLTAP). The appropriateness of their regularly accompanying faculty to the classroom needs reevaluation.
4. FLTAP should also be made available to students studying French. Caution: They should not be directly used for pronunciation drills!
5. Enrollment should not be the only factor considered in deciding to hire a new instructor in French. The latter can positively affect the former.

6. Fluency in Spanish, as well as French can be an asset but should not be a requirement for hiring a French instructor as this might diminish faculty stakes in increasing enrollment in French.
7. There is a need for native language speakers on the faculty (for both French and Spanish).
8. Hiring more qualified faculty (Ph.D.) in French will signal a serious commitment to strengthen the French offerings.
9. The director for the language lab should be fairly fluent in at least two continental European languages.
10. Class scheduling should reflect status and needs of a particular course. A required/popular course scheduled for 7:00 a.m. has a better chance than a non-required course with low enrollment scheduled at the same time.
11. A faculty member should supervise work of adjuncts to insure proper coordination.
12. A standardized placement test should be used in place of or in addition to the present practice of instructor interview of students before placement.
13. Efforts should be made to institute a scholarship scheme/Fund to attract and retain students intending to major in French or Spanish.
14. Designate a room/center for audio-visuals used by languages faculty and employ staff (work-study students,

for example) to deliver and pick-up equipment to and from classrooms.

15. As a stand-alone department is contemplated, non-traditional and applied language courses (Translation/Interpretation, Language for Specific Purposes) should be developed to further enhance the interdisciplinary dimension and uniqueness of the FAMU languages program.
16. Outreach activities should include recruiting non-traditional or continuing education (non-degree) students who may be interested in the languages offerings.
17. There should be an outcomes assessment statement outlining what students are expected to know after two years of a foreign language and how such knowledge can be measured or determined.
18. There should be a statement on how students' language skills may be applied to their major fields if they are non-language majors.
19. Finally, thought should be given to a long-term assessment for proficiency outcomes to be determined by a faculty certified in the ACTFL OPI training.

UNIVERSITY OF SOUTH FLORIDA

Division of Language (DOL)

General Observations

Mission Statement

The DOL should either be charged by the Administration or encouraged to initiate a **Mission Statement**. Such a statement might include a clear articulation of the responsibilities of a large department in a large public university in a large urban environment. Each of these circumstances shapes the duties of the department from without.

Other factors help shape the department from within: the present consistency of the teaching staff; the desired, future constellation of the teaching staff; developments in the various professions represented in the department (philology, linguistics, language-teaching).

The consultant would hope that centers of attention would fall to 1) second-language acquisition theory and practice, 2) second-language "for special purposes," i.e., business, law, medicine, and science, and, 3) "culture," i.e., **language in context**: anthropology, fine arts, history, literature, linguistics (including psycho- and social-linguistics), sociology in traditional areas, but also in non-traditional fields like media (journalism, film, theater, television) and comparative international studies.

Second Language Acquisition Theory and Practice

The administrative shape of the DOL and the extraordinary high number of students who pass through its courses should be exploited as a powerful and exceptional resource. It could be a living laboratory for the development and testing of methods and results of language teaching. The likelihood that post-Vietnam isolationism will soon again afflict the American public is relatively small. The unconditional imperative for Americans to learn the languages of the world will be more and more acutely felt over the coming years. The state of Florida, indeed, certainly feels this pressure sooner and more acutely than others.

The DOL has an infrastructure in place for proper exploitation of this resource: the second-largest Master's program in Arts & Sciences; the International Language Institute (ILI), Summer Intensive Language Courses (SILC), a well-respected scholarly journal, the Language Quarterly; and good relations with the School of Education.

Technology

A future court may well condemn the university of today for its failure to educate humane masters of high technology. Computer technology, despite its origins in the quantitative, is used principally for the accumulation, analysis, and presentation of information in the form of words, in the form

of language. A language department without easy access to high technology is living in another and long-past age. The present condition of technology in the DOL is, frankly, almost non-existent. An up-to-date multi-media lab could be acquired for about $400,000 and maintained for a good deal less than that. It is the sine-qua-non of any progress in the DOL. All scholarly work will have to be based on objective, replicable data which the technology is supremely helpful in providing, analyzing, and publishing.

Proficiency

"Proficiency" is in quotation marks because it has acquired a specific meaning in relation to second-language acquisition. It represents a widely accepted metric for evaluation, and in the classroom it represents "value-added" education. The implicit methodologies require drastic re-examination of prevailing practices, some of which may survive the scrutiny, others of which may need to be refreshed, revised, or abandoned.

Strengths

1. The full time faculty leaves the impression of being professionally committed and maintaining good morale in the face of considerable problems (chiefly understaffing).
2. The adjunct faculty the reviewer was able to see also left a very favorable impression, seemed competent and in

touch with the public professional discussions in second-language acquisition theory and practice.

3. The students presented to the reviewer(s) were highly articulate, enthusiastic, filled with praise for the qualifications and availability of the faculty.

4. Flexible curricular programming in a) Latin American Studies and b) Russian Studies certification (half way between a major and a minor)

5. Editorship of well-respected journal, Language Quarterly, rests in house

6. Good relationship with School of Education

7. Personal contact with International Affairs Center (IAC) through faculty member part-time on the staff of IAC

8. SILC Summer Intensive Language Courses. Uses intensive mode, team teaching, imaginative methodologies

9. ILI International Language Institute. Provides non-traditional curricula (certification in ESL and Business)

Areas of Concern

1. Average size of 28 is simply too high for effective proficiency acquisition. Oversized classes might be satisfactory for grammatical and conceptual instruction, but some progress in proficiency (whether one adopts the whole "proficiency" methodology or not) has to be perceptible to students for the courses to be appreciated and not to be

sensed as frustrating.

2. Most elementary instruction is apparently in the hands of adjunct faculty. This sends the message that language start-up is not important enough for the full-time faculty to bother with.

3. The centrality of the second-language acquisition mission needs to be addressed by the reward system. Even full-time faculty must be made to consider their involvement in elementary and intermediate language instruction professionally enhancing. Senior faculty need above all to be kept in touch with the complete mission of the division.

4. Adjunct Faculty. Adjunct Faculty represents a nationwide problem. Where unionization is powerful (as in California) state systems are losing their choice in the matter. Long-term adjuncts (three years or more) are being made full-time faculty, on grounds of fairness, with long-term contracts, diverting limited resources from the professorial ranks. Staffing in this way changes the very texture of the academic enterprise, but does so without design or plan. Administrations will have to be very careful, foresightful, and perhaps, ready to make some sacrifices, to maintain some kind of quality control over what happens to their faculties. In the concrete, this may mean enlarging regular tenure-line faculties to meet teaching demands before other agencies decide for them how the teaching demands will be met.

A combination of professorial appointments and graduate students teaching would represent an expenditure of resources in a more focussed way and more in accord with academic planning than the fundamentally ad hoc appointment of adjuncts. By spending the resources on graduate students one can in one action 1) contribute to the support of their training, 2) meet responsibilities in undergraduate education, and 3) focus resources on intended academic goals (a graduate program).

This strategy also limits the term of commitment to the teacher (the length of graduate study), as opposed to adjuncts (who may evolve into the equivalent of being tenured).

Whatever the administrative strategy: Every effort should be made to "professionalize" the adjunct faculty. This means the inclusion of the adjuncts in the pedagogic and scholarly dialogue of the Division (this seems already to be taking place). It also requires the establishment of longer term contracts and clearly articulated and promulgated standards and procedures for retention and advancement.

5. The basic and pervasive problem is understaffing. Even if all the senior faculty were full time in the classroom, the Division would be understaffed by five or six FTEs. As it is, talented senior faculty share their time with other necessary and worthy enterprises, leaving a teaching staff, with every imaginable economy, still incapable of meeting the

instructional demand to the tune of hundreds of students a year. This circumstance is obviously unacceptable, even in the short term.

6. Technological circumstances are unacceptable. Among the critical failures of higher education in general in this day and age is leaving technology to run its own course and assuming that the humane mastery of these shockingly powerful tools will somehow take care of itself. This failing is not unique to USF or its Division of Language - which, however, does not exculpate the institution or its neglect.

The modern language teaching profession inclines to appreciate technology perhaps a bit faster than other humanistic disciplines, since the fundamental task it is asked to perform is unusually difficult and it can use all the help it can get from sources other than Gutenberg technology (slides, film, audiotape, graphics, dramatic representation, and the like).

Fairly high technology is already in place (elsewhere) to assist in language instruction and its evaluation. Much routine language practice that is done in class at USF can be done with computer, audio-tape, and video far more effectively and, in the long run, more cheaply. Placement testing, entrance and exit testing, even normal quizzes and exams could and should be automated - for the sake of accuracy, objectivity, and, most importantly, for the sake of relieving

the instructors of some of the most time-consuming burdens of instruction (composing and grading testing materials), not to mention the class time lost to quizzes and exams.

Serious research in second-language acquisition theory and practice is going to require accurate and objective data to be taken seriously.

USF has an opportunity to help introduce a significant number of students to uses of the computer for education, training, and cultural enrichment (information and image processing for language, i.e., video, real-life, and computer generated interactive modelling of social or psychological circumstances).

Basic familiarity with computers as subordinated to that most human activities, **language**, is a practicum toward the humane mastery of high technology.

6. The reward system. The reward system seems generally to favor traditional philological (literary and language-theoretical) research. Although the problem is far from unique to USF, a confusion of mission seems to hamper achieving full potential. (See Faculty development, below.)

Potentials

1. There is every reason for USF to become a leading international center for second language acquisition theory and practice. The administrative organization into a "Division of Language" brings virtually all modern language

instruction under one roof. The number of students (3,000 a year) is extraordinarily high and represents a potential laboratory matched in few other institutions. Comparative studies of numerous kinds could be imagined.

Graduate study in related areas (M.A. in Linguistics and M.A. in Applied Linguistics/TESL) is already in place, indeed the second largest Master's program in Arts & Sciences.

Further graduate study in due course, including perhaps at first an M.A. in whatever language and second-language acquisition theory and practice, might also help alleviate the staffing problem, by letting graduate students assist in language instruction as part of their training.

2. Ph.D. Program. In due course, with a reputation established in second-language acquisition theory and practice, a Ph.D. program might be contemplated, perhaps first in Linguistics, with a second-language acquisition theory and practice focus and specific to a language with other strengths in the faculty, probably Spanish, but also Russian, French, or German, if faculty development takes place in those directions. Faculty development, (professional enhancement of existing faculty and new hires) should have a clear focus, but with enough breadth to allow diverse talents to express themselves. The reviewer suggests "Language & Culture." This would imply that the reward system would look closely at effective teaching and at research closely connected with effective

teaching. Areas of research and teaching would include, of course, second-language acquisition theory and practice, but also second-language "for special purposes," i.e., business, law, medicine, and science, and, "culture," i.e., **language in context:** anthropology, history, literature, linguistics (including psycho- and socio-linguistics), sociology in traditional areas, but also media (film, journalism, theater, television) or comparative international studies.

With the experience of SILC and ILI, USF may want to consider the model of Middlebury College for summer study of foreign languages on higher than elementary levels. The students who the consultant interviewed strongly suggested such a development.

3. New hires. The obvious circumstances dictate cultivation of strengths in Spanish and Portuguese. In case the look South is to be complemented by a look East and the new Europe, especially for business and politics, new hires in Russian, Japanese, and German need to be contemplated.

New hires should stress second-language acquisition theory and practice experience or training, no matter what languages are favored. However, in no case should the linguistics be bought at the sacrifice of the language, i.e., any linguist must be not less than 4 near native in at least one target second language.

FLORIDA ATLANTIC UNIVERSITY

Languages and Linguistics

Program: Languages and Linguistics

1. Content of FAU programs is timely, and includes emerging disciplines crucial to the state's future efforts in developing international education and multiculturalism. Four authorized new positions (now in search) embrace areas of Latin American literature, Japanese Studies and Comparative linguistics and literature.

2. The foreign language programs have good rapport with other departments in the School of Arts and Humanities, as evidenced by meeting with six of the seven department heads with whom the department interacts. They agreed the program has developed strengths in underpinning language competencies necessary to their areas, and they marveled that students no longer complain about required language studies as they still complain about Western Civ. The Foreign Language faculty have a strong ally in the integrated Teacher Education/ESOL program headed by a COE faculty member.

3. Community college articulation seems to be healthy.

4. Newer programs include Japanese studies and comparative studies, with a popular Italian studies program funded by grants and donations. The Department is ready to propose a new Ph.D. level program in Comparative Studies that would enable FAU to encompass emerging new areas of international

linguistic and cultural concern to the United States and the State of Florida, and to prepare teachers as well as R and D scholars to interface with internal economic development and world trade agendas of the State.

5. Systemwide, the issue of second or third generation native speakers who are fluent but not necessarily literate and who lack the advanced education of parents and grandparents poses a problem for all disciplines. The Department of Languages and Linguistics seems willing and able to assume a shared leadership role, with the Education Department, to develop a better placement system for beginning students, and to train teachers to get at the cultural and linguistic roots of the problem of fluency in spoken languages vs. literacy in the language and culture of the geographic areas and populations served.

6. The Department is meeting its changed 1985 goal of teaching the communicative method that stresses oral ability in the language over mere text-based teaching. With the bulk of reading and writing goals now being addressed and met at intermediate levels, a hardworking first-tier (beginning language) faculty could use relief in the form of additional faculty positions and money for xerox, maps, and supplies to ease class size and other stresses. However, the goals of the Department are being admirably met despite these material difficulties.

Faculty

Eight full-time faculty hold regular appointments. Ten visiting faculty and full-time Lecturers (or Instructors) hold one-year appointments, most of them renewable except where a three-year term is at an end. Their credentials are strong, their dedication and competence unmistakable. Four of the full-time regulars have taught at FAU more than 20 years, both a strength and a concern for new blood (expressed by these senior professors). Faculty members added in 1988 and 1989 were welcome new strong additions to the Department. Four newly authorized positions in search are in Latin American and Comparative Literature, Latin American Literature and Spanish Linguistics, French and Comparative Studies, and Japanese and Comparative Literature.

1. Teaching is of the highest order, with even the most senior professors adapting well to the newer emphases on communicative, interactive methodologies at beginning levels. One newer faculty member commented that while FAU aspires to be a major research university, it acts like a teaching university.

2. Research. Research goes on apace at FAU. Since 1985, six book-length studies have been published by three regular faculty, three more are in progress. Small travel budgets are a hindrance, but nevertheless, the faculty do travel and

publish in four languages. Faculty have close ties to France, Mexico and Spain, and three regular faculty have utilized federal and state grants to conduct workshops in foreign languages for teachers.

3. Service. The department renders internal service across disciplinary lines by servicing the needs of students in fulfillment of the language requirement. The major outside services rendered are to foreign language clubs, to teachers in Florida high schools community service through ESOL. By establishing FAU-based studies abroad through Aix-en Provence, Avignon, and Seville programs, the FAU language faculty is indirectly serving a state priority for international education in careers for the advancement of trade.

4. EEO. Two of the eight full-time-regular appointments are Hispanics, three are women. There are no blacks, Asians, or native Americans among the regular full-time faculty. However, the visiting faculty and full-time Lecturer ranks do include a Japanese woman and a Haitian male.

Students

1. Demand. Demand for beginning foreign language study is so high that nearly all sections close out before registration. Many students cannot hope to begin either a first or second language until upper division years. Student demand seems healthy for the proposed augmentation of existing

programs to the Ph.D. level in Comparative Studies.

2. Admissions Standards. The Department adheres to accepted policy in admissions and in admission to the major. As a result, there is a high degree of self-confidence and pride noticeable among the majors we met. However, a wide disparity among the skills brought by community college transfer students and those expected by FAU faculty has caused problems in placement of transfer students at appropriate levels of beginning language study and has even affected admission to the major which demands fluency as well as writing competence and cultural understanding.

3. The high morale among students results, as might be expected, in high rates of retention among majors. There is an unusually good feeling among non-major students despite the enforced requirement.

4. Systematic feedback from graduates was not evident: however, the dozen or so students who had undergraduate FAU degrees and were now in graduate language programs expressed satisfaction with their education. They could not have been more content.

5. EEO. EEO standards seem to be enforced even-handedly. The large number of Hispanics from Cuba and a growing number of Latin Americans, Haitians, and people from the islands around Florida ensure a high enrollment of Hispanics and growth in black students. Boca Raton's founding history and

the Yamoto connection make it natural that a small but strongly supported group of Japanese studies courses has emerged to serve that population. Women are well represented, but language students seem not to include many blacks.

6. Degree Productivity. In 1989-90:

BA degrees awarded = 18 (16 the previous year);

MA degrees awarded = 2 (0 the previous year);

MAT degrees awarded = 1 (1 the previous year);

The Total, 21 degrees in 1989-90, over 17 the previous year, seems appropriate.

Facilities and Resources

1. Library. Library facilities are handsome, but some basic services required for modern language study are absent or inadequate:

Language tapes, especially in French, are inadequate both in individual titles and in numbers of copies available. The library no longer provides high-speed duplication services for students desiring cassettes for study. This seems to be as much a factor of inadequate staff as of fiscal shortage. Book collections seem adequate.

2. Laboratories. FAU has no language lab per se. A modern computerized writing lab has been established to serve English, philosophy and other departmental needs but none specifically for languages. The Department has a proposal for

a $170,000 computer-assisted interactive Language Laboratory with adjoining open lab-classroom that seems reasonable and entirely appropriate.

3. Electronic Data Processing. (see above) Most regular and visiting faculty now seem to have either a computer (p.c.) in their offices or access to one. However, the beginning language faculty (part-time) do not, and most use home computers at their own expense.

4. Equipment. Teaching equipment is minimal or non-existent. Office equipment for regular faculty is barely adequate, for part-time faculty clearly sub-standard.

5. Support personnel/staffing levels. The Department head is inadequately supported by one secretary without administrative assistant or additional clerk/typist. Part-time faculty are not well served by typist or other support staff and have no direct access to reproducing facilities. The only evident service is examinations xeroxed but not by individual faculty but through one visiting Lecturer who must collect, collate, distribute all copies.

6. Space. Regular faculty office spaces are small but minimally adequate. Part-time faculty share spaces converted from music practice cubicles and are still surrounded by active music practice rooms. These are clearly sub-standard, particularly since these faculty bear the major burden of oral-aural interactive instruction. They faithfully fulfill

the requirement of twenty-minute oral exchanges/quizzes in the language every two weeks in cramped space not large enough for one faculty, let alone two or three sharing a cubicle.

Responses to Previous Program Review Recommendations

1. *Demonstration of intermediate proficiency in four skills prior to graduation--measurement and evaluation according to ACTFL Proficiency Guidelines:*

The Department now uses (since 1986) the ACTFL guidelines. Standardized course objectives are published and used. However, placement of native speakers is still a problem in Spanish. There is still a need to improve ways in which proficiency in the written language is measured.

2. *Resources to be made available to the Department to reinstate programs abroad:*

Liaisons have been established in France and Spain through the Institute for American Universities (Aix and Avignon), and through the College Consortium for International Studies in Seville. Time to pursue and strengthen such liaisons is in short supply.

3. *Reduction in class size:*

Classes of 28-30 have been reduced to 20-22. The Dean and Provost have supported the Department's holding the line on these, as demands for required language courses increase.

4. *Funds for expanded language instruction.*

No funds have been received. Outside funds have been

solicited successfully to endow a faculty line in Japanese. The Department is searching now to fill this tenure-track position. Italian is also gift-supported. The new Comparative Studies Ph.D., if approved, might help fulfill this recommendation by introducing expanded cultural offerings in other languages.

Program Strengths

1. Excellent leadership, department head and dean.
2. Strong instructional staff, both regular full-time and adjunct.
3. Contented, enthusiastic students with fluency.
4. Strong interdisciplinary, multicultural approach operative across language, literature, linguistics and cultural offerings.
5. Creative ways in which leadership has rewarded, enhanced teaching in face of declining fiscal resources.

Program Concerns

1. No language laboratory--inadequate library and learning resource materials to support the communicative methodology employed throughout the program.
2. Insufficient number of introductory sections to meet demand.
3. Insufficient graduate advisement faculty.
4. Lack of separate phonology course, or experiences for

French and German.

5. Insufficient number of faculty sabbaticals, no graduate assistantships.

Recommendations

1. Resources should be made available to the Department to furnish a computer-assisted interactive language laboratory and classroom.
2. Authorize the proposed Ph.D. in Comparative Studies in collaboration with Departments of History, Philosophy, and English.
3. Increase allocations for faculty travel and professional development through international study opportunities.
4. Increase library allocations for foreign language and culture.
5. Support staff should be added through authorization of a second secretarial position or administrative assistant, and graduate assistantships.
6. Additional faculty space, classroom space and record-keeping space should be added to the Department's existing space.

UNIVERSITY OF WEST FLORIDA

English and Foreign Languages

Faculty

The Foreign Language faculty component of the University of West Florida Department of English and Foreign Languages is staffed by faculty and adjunct instructors in the fields of Spanish (2 faculty, 4 adjuncts), French (1 faculty, 2 adjuncts), ESL/Linguistics (1 faculty), German (1 adjunct), and Japanese (Visiting Instructor). They offer baccalaureate degree programs in French and Spanish and service-level courses in German, Japanese, and ESL.

Faculty and adjunct instructors give ample evidence of a professional attitude toward their role and exhibit a commendable devotion to their students--an attitude that is reciprocated by undergraduate majors and echoed by recent alumni. Students speak highly, in the main, of the quality of instruction and of personal/professional advisement.

With the exception of the University Research Professor in Spanish who is committed to 25% instruction annually, the other three faculty members devote 80% of their time to instruction, 7% to advisement, 8% to research, and 5% to service. Thus, their duties are primarily related to an instructional role. Despite the large numbers of service-course students, and responsibilities at the baccalaureate (major) level in Spanish and French, faculty all

remain research-active and the University Research Professor brings to UWF a national and international reputation in the field of modern Hispanic literatures and cultures. Faculty are also responsible for the oversight of the language laboratory and the coordination for foreign language Teacher Certification students in Spanish and French during their practice teaching. Because of the impact of language requirement changes, and the enrollment of freshmen and sophomores at UWF, the instructional load has increased markedly and additional support is mandated.

Recommendations

1. Add a tenure-line position in French at the Assistant Professor level to the Department, beginning with the Fall 1991 semester. Reliance on a single associate professor in French together with two adjuncts to cover all levels of instruction, advisement of eight majors, and special tutorials or independent studies has the potential for seriously weakening what is otherwise an effective program. A tenure-line will ensure the department's ability to recruit a person capable of shouldering an appropriate part of the duties with reasonable assurance of future contributions.
2. In the event the University Research Professor is continued in that role for the future, a tenure-line position in Spanish should be added at the assistant professor level.

Priority should be given to a person well schooled in the language and with expertise in FL pedagogy and ACTFL/ETS training. This person could ultimately be expected to assume duties in the activities of the FL Teacher Certification program and provide for expanded liaison with local/regional teachers at the K-12 levels for consultation and advisement on instructional methods and advanced AP course development and instruction.

3. Additional instructional support should be provided in German at the beginning and/or intermediate levels as enrollment growth warrants. Adjunct instruction should be sufficient for the immediate future at the service-course level.

4. Sustain the initiative undertaken to provide first-year Japanese as enrollments dictate. The Kobe project initiative may stimulate the need for additional part-time instruction or second-year offerings in the future.

5. Develop a more cohesive structure for coordinating ESL service activities on campus. Administrative responsibility in a single office will help to coordinate these activities and provide some assurance of quality outcomes. A person schooled in ESL methodologies and testing would be ideal.

6. In the hiring of adjunct instructors, the University should verify that they meet minimum-level qualifications as specified by SACS guidelines; that close liaison be maintained

and strengthened between supervisory faculty and adjuncts with the expectation that adjuncts will understand clearly anticipated learning outcomes in student performance and proficiency levels in language skills.

Instruction

The foreign language program and administration are to be commended for holding class size at reasonable levels and for reducing it to 15 in ESL courses.

Recommendations

1. Maintain service courses at the introductory levels at 24 students per class or below (allowing for some natural attrition each semester); intermediate and major courses should be kept at 15 students or below; and that ESL courses have no more than 15 students per class.

Baccalaureate Program

Majors

Majors in Spanish and French believe that they are being prepared well for their career goals, which include activities in teaching, the military, graduate education, and private enterprise. They note that despite the necessary reliance on tutorial/independent study courses in some cases, they are well schooled in their discipline. Some note a difficult adjustment in the transition from language-level courses to literature courses. Of ten foreign language majors in FL

Teacher Certification during Spring 1990, nine found teaching positions (the tenth did not seek employment). Some language majors are continuing their studies at the graduate level.

Recommendations

1. Continue and enhance program initiatives to make foreign language majors and non-majors aware of international study programs, since these activities will further advance their educational breadth, language skills, and ultimate marketability.

Advising

The program faculty are to be commended on the strong ties they have built with majors in the advisement process both academic and personal. Students speak warmly of these relationships and they are an important part of the general instructional success of the program.

Recruitment of Majors

A critical mass of French and Spanish majors relative to projected faculty size should be roughly double the present number of 10 majors in Spanish and 8 in French.

Recommendations

1. The program faculty, in concert with the adjunct instructors, should develop strategies for encouraging students at the beginning and intermediate levels to major in

a foreign language via: 1) information dissemination about career opportunities in foreign languages; 2) personal advisement and encouragement of talented students with high linguistic potential; and, 3) visits to local high school or community college classes to provide information about opportunities for majoring in languages at UWF.

Teacher Certification

Ties between Foreign Languages and the Office of Teacher Education Student Services are well-established and functioning admirably. This relationship is to be praised and nurtured. In addition, the practice by foreign language faculty of providing screening examinations of all students for oral proficiency prior to a student's admission to practice teaching is excellent and should be continued. Some information suggests that the course in Foreign Language Methods could be improved by curricular changes away from a research problems model and towards a more practical, hands-on, experiential approach--a "how-to-do-it" course which combines theory of pedagogical methods with practical experience on how to teach certain problem areas in Spanish and French language.

Recommendations

1. Update and reorient Foreign Language Teaching Methods course toward the practical needs of future student teachers

in specific foreign language areas. This may entail a refresher course for the foreign language Methods instructor or simply an updating of methods and approach.

2. Pursue the current plan to revise the general Teacher Education Methods course so that students who expect to pursue Teacher Certification will be exposed to part of the course content in their junior year rather than concurrently with the practice teaching experience, thus enabling students to have some idea in advance of what is expected of them in terms of general teaching methods and to be able to apply these concepts in the classroom.

Pedagogy and Instructional Support

Instruction in the foreign language areas is generally effective, but does not take ample advantage of innovative approaches and available technologies. Some initiatives, such as the intensive summer session courses, have proved successful while others await faculty initiatives.

Recommendations

1. The department should investigate the use of intensive, accelerated approaches during regular semester(s) in hyphenated first/second semester courses which could be offered in a single block of two hours daily (back to back). Ideal for team teaching (between faculty and adjuncts, for example), this model will permit students to complete one year

in a single semester, will more rapidly move them toward intermediate or advanced courses, and will enhance the likelihood of attracting majors, double-majors, or minors. Some highly motivated students who seek only to fulfill the service component may find this model attractive. Initial enrollments should be limited to 15-18 students per class.

2. Train a Spanish faculty member in ACTFL/ETS proficiency assessment in order to provide guidance for meaningful assessment of instructional outcomes; and that proficiency assessment be a part of the guidance provided to adjunct instructors so that they will better understand the course's proficiency expectations (it should be noted that this was recommended in the 1985 report, but was acted on only in French).

3. The foreign language faculty should develop a plan in French and Spanish to use CAI (Computer Assisted Instruction) as an aid or auxiliary to their instructional duties. Such a plan (with investigation of potential equipment costs and software availability) should be presented to the Administration with a priority for funding. Such technology will assist the faculty in their instructional activities and may be used by some enterprising students for self-paced CAI instruction. Additionally, CAI will support foreign language and ESL activities by eliminating needless one-on-one interactions with students who require repetitive activities

in learning specific points of grammar, for example.

4. Present a proposal (to include estimated costs and types of equipment) to the Administration for the modernization of language laboratory equipment and for the expansion of language laboratory facilities equal to assessed needs and projected use by foreign language and ESL students during the next decade. As the University's activities increase in the area of ESL, the present facilities and equipment are not equal to the task. A professional employee to supervise the laboratory and coordinate its use will likely become necessary as usage increases.

Support Services

Library

Library holdings for faculty and student use are excellent. Increases in the budget for purchases are to be commended and should be continued in the future. This is an excellent working library for a baccalaureate program, and excellent library loan services support research activities by the faculty.

Space

Office space in another building will help to alleviate some of the current problems. Adjuncts need space (other than a hall or alcove) in which to meet and interact privately with students from their classes.

Community/Cultural Activities

The foreign language faculty are to be commended for their involvement and leadership in cultural activities in the community, particularly in Spanish and French, as well as other areas.

Foreign Language Interaction with Other Academic Units

Faculty in foreign languages tend not to seek interactive involvement with other academic units in the University. This may be due in part to the constraints on their time, given the heavy instructional loads they carry. Interaction with International Programs has been good in the USAID/Guatemala program, but not necessarily in a leadership capacity. With the growing emphasis on inter-nationalization, on a global concept, and on foreign language study in the Florida curriculum at primary, secondary, and university levels, the foreign languages faculty are in an enviable position to provide leadership in these activities, both within the university academic community and without.

1986 Program Review Recommendations

The foreign language faculty are to be commended for implementation of many of the 1986 recommendations, although three areas remain to be implemented: 1) proficiency goals have not been set in Spanish; 2) training in ACTFL/ETS has not

been undertaken in Spanish; and, 3) enhancement of instructional technology has not been pursued as vigorously as might have occurred. These three areas are again addressed in the 1990 consultant's recommendations above.

UNIVERSITY OF CENTRAL FLORIDA

Foreign Languages and Literatures

The overall evaluation of the Department is favorable, and the consultant was particularly impressed by the enthusiasm of both faculty and students, by the commitment to teaching and scholarship of most faculty members, and by the leadership provided by the current acting chair. Problems and concerns also exist, among them the heavy reliance on adjunct faculty, heavy teaching loads, staffing shortage, and the need of revising the curriculum in order to better serve the new mission of the Department. The report is divided into five areas: faculty strengths, programmatic strengths, programmatic areas of need, curricular recommendations, and Departmental administrative recommendations.

Faculty Strengths

1. There is no doubt that the quality of teaching in the Department is good. This is based on the following: a) the concrete evidence of students evaluations, which indicate that the Department ranks high among all departments in the College; b) the fact that students and alumni who participated in the review praised the quality of language teaching and the accessibility of the faculty.

2. There appears to be genuine research agendas on the part of many of the faculty.

3. The Department has hired energetic new faculty in Spanish

and German. These new members seem to have strong potential for successful careers as teachers and scholars. If these new members are to realize their full potential, however, the Department needs to provide adequate time for scholarly development. Recommendations for adequate teaching loads will be discussed later in this report.

4. The Department has as its acting chair a dedicated individual who is presently providing much needed leadership in defining goals and objectives. He appears to be an effective liaison between his faculty and the college administration.

Strengths

Factors that enhance the reputation and the teaching mission include:

1. The establishment of immersion programs under the auspices of the Florida International Language Institute for Intensive Language Studies.

2. The establishment of summer programs in Canada, Germany, Italy, Spain, and the USSR. These programs are open to college students, secondary school teachers, and anyone interested in obtaining an understanding of a foreign culture.

3. The establishment of "Master Grammar Sections" in order to decrease the number of courses taught by adjuncts and to create uniform teaching and testing methods. Smaller classes

focusing solely on oral proficiency meet for 50-minute three times per week or for 75-minutes twice a week. The Department must monitor very carefully the progress and development of these master sections to better evaluate their impact on the program.

4. The association of the Department with the Institute for Simulation and Training in order to develop computer-administered proficiency tests for oral and written comprehension.

5. The annual Foreign Language Festival, which caters to the needs of high schools students and language teachers.

6. "Le Grand Concours," a national French competition for high school students organized by the American Association of Teachers of French. It is clear that students involved in activities such as these will remember the Department of Foreign Languages and UCF upon graduation from high school.

7. A number of student-oriented activities--language clubs and some honor societies.

8. Participation in interdisciplinary programs. Language courses are part of Judaic Studies, Latin American Studies, Canadian Studies, and Soviet Area Studies.

9. The offering of non-credit courses to the health, hospitality, and business sectors of the community.

10. Application for a Title VI grant from the Department of Education to develop a new program in Business Spanish.

11. Innovative proposals to provide in-service training for teachers working with LEP students.

12. Plans to give students access to computerized instruction and other modern technology under the leadership of a recently appointed lab coordinator and with the financial support of a $153,400 grant received in the summer of 1990.

13. The existing BA programs in Spanish and French are strong enough to support a Master's in each of the language areas.

14. There is strong student and faculty interest for BA programs in German and Russian, and a minor in Italian

III. Areas of Concern

1. Heavy teaching loads for a department in which faculty are now expected to do serious research.

2. Enrollments per class are too high for effective instruction, especially in French and Spanish.

3. Steep drop in enrollment from elementary to intermediate language classes, and low enrollments in upper division courses.

4. There are too many courses dealing with specialized areas. In Spanish, for example, there are three different courses dealing with the Golden Age period in Spain.

5. Oral proficiency courses are not offered.

6. The structure of the language majors does not specify required courses at the advanced level (UCF's 4000 level).

Curricular Recommendations

1. Establish an oral proficiency requirement for graduation. Most language departments are now requiring proficiency at the advanced level before the degree is awarded.

2. Lower class sizes to an average of 15 students per class, in accordance with A.D.F.L. resolutions.

3. The Department might consider establishing major requirements at the advanced level and better structuring sequence for 3000-level courses. In most language departments, the major entails 6 to 12 hours at the advanced level (UCF's 3000), and 18 to 24 at the advanced level (UCF's 4000). At UCF, only the French major requires three hours at the 4000 level in the language FR 4780). It is conceivable that a 3000 level class contains students who have just moved up from the 2000 level and others who may have already taken as many as 4 or 5 courses at the 3000 level.

4. Establish mandatory oral proficiency classes in all major languages. Students may be exempted from these classes by passing an oral proficiency exam.

5. Courses having low enrollments should be deleted, merged with other courses, or offered with less frequency.

6. Curricular innovation is needed in order to build enrollments in proposed major courses in German and Russian.

7. Develop program and courses in all major languages geared to meet the needs of business professionals desirous of

conducting business abroad. Theses programs should be interdisciplinary in nature and include internships for area studies students.

8. More attention should be given to establishing a common syllabus and common finals as a quality control check for all elementary-level courses.

9. The Department might consider the feasibility of requiring students enrolled in the language education program to study abroad for a semester or at least a summer.

10. Appointment of a methodologist in French and Spanish to serve as a link between the Arts and Education.

11. The implementation of graduate programs at the Master's level in French and Spanish. Rather than attempt to compete with other state institutions which already have traditional literature oriented programs, the Department might think in terms of a two-track system, one focused on language and literature and the other on language, culture, pedagogy and/or business. These two tracks would be designed to meet the distinct needs of those who wish to continue with doctoral studies (wherein literature is given greater emphasis), those who will return to secondary teaching (for whom the classes in linguistics, culture and pedagogy are most likely to be of greater applicability), and those who will pursue careers in international business, diplomacy, etc. Given the fact that Spanish is used more in the community and the state than

French, consideration should be given to pushing for the M.A. in Spanish first, with French to follow in two or three years. Either M.A. will enhance the status and visibility of the Department.

Departmental Administrative Recommendations

1. For convenience and fairness, the Department needs to develop written descriptions of the various committees, their functions, and responsibilities, modes of selection, and much more. Care should be taken that such a document be clearly consonant with College and University policies.
2. Develop a new mission statement, especially now that the Department would like to become the State center for second-language acquisition.
3. Develop written guidelines for promotion, tenure, teaching load reductions, peer evaluation, advancement, recognition, and grievances within the Department.
4. Develop some form of standardization of curriculum vita.
5. Establish variable teaching loads, but with a five-course base. Research, conference organization, major roles in language associations, study abroad organization and/or direction, grant writing, development of new teaching materials, direction of student plays are all important when considering teaching load reductions.
6. Add two faculty lines in Spanish, one in Russian, and one

in Italian. At present, adjuncts teach 85% of all courses.

7. Add general staffing (full-time lecturers) to permit needed increases in course offerings and reduction of adjunct faculty. There should be more ways in which the voices of non-tenure and adjunct faculty are reflected, for currently there is no apparent avenue for such expression.

8. Approve and implement an M.A. degree in Spanish.

9. Explore the possibility of adding a Master's degree in French, and Bachelor's degrees in Russian and German to the SUS Master Plan. Explore the possibility of adding a minor in Italian.

10. Approve and implement summer institutes to train teachers with LEP students in their classes.

11. Allocate funds for a lecture series and for symposia.

12. Establish faculty colloquia to promote interaction among sections.

FLORIDA INTERNATIONAL UNIVERSITY

Modern Languages

I. Areas of Strength

1. Following the recommendations of the 1986 Program Review report, the Department has established a quality MA program in Linguistics, and has started on a solid process of planning for a Ph.D. program in Linguistics.

The 1986 Program Review report encouraged the Department to go ahead with MA Programs in Linguistics and Hispanic Studies. The proposal for a Ph.D. program in Linguistics has been finalized by the Department and is being reviewed internally by the University. While certain decisions regarding curriculum could be the subject of further attention, the thoughtfulness and professionalism of the faculty are evident in this process. Strengths in this area are clearly seen in the following:

a. The MA curriculum in Linguistics, like the proposed doctoral curriculum, has been organized around a strong core of offerings in the central areas of synchronic phonology, phonetics, grammar, and semantics, as well as around the study of historical linguistics.

b. In addition, the Department has organized both the existing MA and the proposed doctoral curricula around possible specializations in the core areas, as well as in such areas as sociolinguistics, child language acquisition, second language acquisition, bilingualism, and language contact.

c. The existing and proposed programs take into account

the strengths of Linguistics professors both in and out of the Department, coordinating the faculties of both English and Modern Languages. The recently authorized new line for a specialist in Spanish linguistics should add further depth to this group.

d. The existing and proposed programs have been designed with an eye toward an interface with the existing Ph.D. program in Psychology, and with the proposed programs in Hispanic Studies, Sociology, and Anthropology.

e. The existing and proposed programs have been designed to be in harmony with the unique service and research opportunities afforded by the University setting. The programs concentrate, among others, in areas such as bilingualism and language contact, for which Miami provides an ideal location.

f. The MA in Linguistics, put in place after the encouragement received during the 1986 Program Review, has been successful, and has allowed the faculty to prepare for the process of proposing a doctoral program. For example, funds made available as a result of the MA program have been used to build up the Library collection in Linguistics.

2. Following the recommendations of the 1986 Program Review report, the Department has established a quality MA program in Hispanic studies, and has started on a solid process of planning for a Ph.D. program in Hispanic Studies.

The 1986 Program Review report encouraged the Department to go ahead with MA Programs in Linguistics and Hispanic Studies. The proposal for a Ph.D. program in Hispanic Studies is now

being prepared within the Department.

a. The existing MA program and the proposed Ph.D. program appear highly innovative. They differ from traditional programs in Spanish in being thoroughly interdisciplinary, offering streams in Hispanic literature in the United States, Translation and Interpretation Studies, Language Studies, and Culture Studies.

b. The proposed program will be one of only three in the whole nation, and the only one in Florida. (The state has only two traditional doctoral programs in Spanish, neither of which is in Miami.) The proposed program will offer the possibility of pursuing doctoral studies in areas not available elsewhere and that command great interest in this and other areas of the country.

c. As is the case in Linguistics, the existing and proposed programs in Hispanic Studies are meant to interface with other doctoral programs in the university. And they count on the services of qualified faculty from several areas and departments.

3. The Department has considerable strength in French: 30% of total department FTE is generated by French courses, and there are 40 majors.

4. Following the recommendation of the 1986 Program Review report, the Department has established a reasonably successful method of controlling over-enrollment in lower level language courses.

At the time of the 1986 Program Review report, it was

recommended that the Department establish specific enrollment caps and that authorization for over-rides be placed solely in the hands of course instructors. These recommendations appear to have been followed, and the problem brought under reasonable control.

a. The Department has established an enrollment cap of 25 for lower-level language courses.

b. Over-ride authorizations have been placed exclusively in the hands of course instructors.

c. Instructors of lower level French and Spanish courses appear concerned about overenrollment in some cases, but seem to recognize that the situation is under control and the result of growth that they themselves authorize.

d. An investigation of the present day (second week of November 1990) enrollment figures in the 42 sections of lower level French and Spanish courses shows the following. Of the 42 sections investigated, only five have enrollments of over 25 (one with 26, two with 27, two with 28). No course averages more than 25 students when all its sections are taken into account. The overall average enrollment in all sections of the courses investigated is 19.

5. The Department's programs reflect the unique characteristics of the University's setting and the community it serves.

One unique feature of FIU's community and student body is their international character, especially the large number of first- and second-generation people for whom Spanish is a home

language. The Department is very responsive to this circumstance, both in the range of its offerings and in the internal characteristics of these offerings.

a. In response to the multiple linguistic needs of a multilingual city, the Department offers an undergraduate certificate program in Interpretation and Translation. This is the only program of its kind in Florida. It has been praised by local US Immigration Department units for its help in their work with immigration and customs cases.

b. In response to the growing tourist and trade links with Latin America, bilingual (Spanish-English) certificates in Journalism and Hospitality Management are being developed.

c. In response to the health needs of a bilingual population, a specialized course on Spanish for Medical Professionals is available.

d. In response to the opportunities created by the presence in the community of two Spanish daily newspapers and a large magazine publishing business, a course in Journalistic Spanish is being developed. Local and Latin American journalists have taught in experimental runs of the course.

e. The Department responds to the unique characteristics of the students who sign up for Spanish courses (who are 40 percent Hispanic) by offering a stream of Spanish for Native speakers.

f. Similarly, the literature and culture courses in the Spanish major are taught at a higher level than they would be taught to students for whom Spanish is not a home language. At the graduate level, the fit between the university curriculum and the community

is also evident.

g. The higher level of Spanish proficiency that permeates the undergraduate courses is also characteristic of the literature and culture courses offered in the MA in Hispanic Studies.

h. Courses in Sociolinguistics, Bilingualism, Language Contact, Spanish Dialectology, and Spanish Folklore, which are offered as part of the MA programs in Linguistics and Hispanic Studies, are able to utilize, through extensive field-work assignments, the unique resources of the community.

6. The Department's curriculum embodies an interdisciplinary approach involving disciplines other than Foreign Languages.

The interdisciplinary nature of the Department's offerings is particularly notable in its leadership in the Humanities Program and in its new MA in Hispanic Studies, but clearly and strongly evident in all its offerings.

a. Unlike Foreign Language majors in other universities, the French, Portuguese and Spanish majors require either one (French) or two (Spanish) courses in Linguistics. These courses are available within the Department.

b. Department courses in Literature, Philosophy, and Civilization of the areas associated with the languages being taught form part of the curricula for all majors.

c. The Portuguese major includes courses in Brazilian history and economics taught outside the Department. Similar patterns should be considered for the French and Spanish major.

d. The Humanities Program of the university is chaired

by a member of the Modern Languages faculty, who contributes courses in Greek, Latin, and Classical Civilization to this program. The Program is highly interdisciplinary and, centered in Modern Languages, involves the work of five university departments.

e. The MA in Hispanic Studies reflects a very creative approach to interdisciplinary studies. The core requirements are in three different areas (Translation, Culture, and Hispanic presence in the US). The two faculty members who coordinate work in the Program regularly take affirmative steps to find courses in other areas for their students.

7. The Department endeavors to keep a high level of awareness in both full- and part-time instructors regarding issues of language pedagogy and method.

Through a variety of both temporary and permanent measures, the Department appears to have taken on the difficult task of keeping language instructors informed regarding developments in language teaching methods. These are positive elements that need to be further developed.

a. Through the efforts of the University Park campus coordinator for Spanish, a Title VI (Higher Education) grant was secured to fund seminars on language teaching methodology. The many Department adjuncts are encouraged to attend by means of a stipend. The seminars bring experts from all over the country and have been well attended by both university and outside personnel. Greater attendance by full-time faculty would be desirable.

b. The French coordinator meets regularly with the

small group of adjuncts who teach French courses regarding approaches to the teaching of elementary and intermediate French, and visits classes of all new adjuncts. This coordinator is based in University Park, and a counterpart is needed for the North Campus.

c. The Spanish coordinator for North Campus has instituted a formal system of monthly meetings with adjuncts, and visits all their classes regularly. In both activities, teaching approaches are part of the discussion.

d. Both the French and Spanish coordinators require instructors to submit syllabi and tests for their review, thus affording an opportunity for discussions on methods.

8. The Department faculty appears to be actively involved in contacts with other departments as well as with secondary schools.

There is considerable evidence of faculty involvement in universitywide activities and in articulation with other departments.

a. The French and Spanish faculty coordinators in Modern Languages are in active communication with the high schools' Supervisor of Foreign Language instruction. They consult with each other on matters of curriculum, and special efforts are made to allow teachers to attend university functions.

b. Members of the Department faculty have been active in many functions sponsored by the local school system, such as workshops for teachers (in, for example, Advanced Literature and Afro-Cuban culture)

and student language competitions (involving, for example, plays, oratory, etc.).

c. The interaction between the Department of Modern Languages and the Department of English is considerable. They share, for example, the running of the MA in Linguistics.

d. Members of the faculty in Modern Languages are active in such universitywide efforts as the Latin American Studies Center and the Cuban Studies Committee.

9. The Department has established Summer Study Abroad programs and is working on student exchange programs for both French and Spanish majors.

a. The Department has small but active Summer Study Abroad programs for French majors (in Aix-en-Provence, France) and Spanish majors (in Salamanca, Spain). A semester-length program in France is currently being developed.

b. The Department is developing student exchange programs with locations in France (Reims) and Spain (Alicante). The Graduate Exchange Program with the Universite de Reims is fully implemented with graduate students studying at both institutions.

II. Areas of Concern

1. The Department appears to have a clear sense of the level of proficiency found among its students. No formal mechanisms are in place for determination of language proficiency.

When asked, faculty members maintain that the question of their students' proficiency is under control. They express

skepticism on the value of ACTFL and other guidelines for course-independent proficiency testing. They also point out that the time and expense involved in any further testing would make it prohibitive. Besides, many instructors have developed fairly objective ways to measure proficiency as part of evaluating students at the end of the Conversation courses, especially in French.

Still, the Department should be urged to address this matter again, and to come up with explicit positions. The situation now appears to be as follows:

a. Prospective majors in French, Portuguese, and Spanish are interviewed informally by faculty members before joining the program. At this time, students with insufficient proficiency are advised that they need to improve. However, no formal, standardized mechanism is in place.

b. Prospective students for the program in Interpretation and Translation are interviewed by the director, but no formal testing mechanism is in place. There appears to be a sense that, in this program in particular, a more formal approach to proficiency determination would be desirable. Students are apparently signing up for Interpretation whose proficiency is limited. Some of the more proficient majors in this area appear to have complained that this slows down their own learning.

c. All students are supposedly given a placement test when they enter the University, so as to determine where they fit in the beginning and intermediate sequence. But the system does not appear to work in

all cases. We met students in the Program who, perhaps because they were transfers from community colleges, had never taken such a test.

2. The Department's articulation with the College of Education seems to be adequate in curricular areas, but there are remaining problems in matters having to do with advising and program planning.

The Department makes a strong contribution to teacher education in the areas of Foreign Language teaching and TESOL. The divergence of the curriculum between Education and Language courses seems to be worked out to their satisfaction. In other respects, communication with the College of Education needs improvement. The situation seems to be as follows.

a. The issue of who should advise pre-service and in-service teachers taking courses in both areas appears to be unclear. Dialogue between the two groups of faculty to answer this question is necessary, particularly when it comes to new curricular streams.

b. With some exceptions, Department members appear to have only vague information about Language Education offerings and faculty, and in general seem to feel that the College of Education could be much better staffed in the area.

c. The requirements for teacher certification appear to

be unclear to some faculty. Some faculty members feel that double majors (in Education and in a language) are required. Others feel that students would do better majoring only in a language, and that this is all they need to get a teaching job. They would then simply take individual Education courses, either during their undergraduate career or later.

d. There are also unresolved issues regarding the level of language courses that in-service teachers should take. Some faculty members feel that people who are presently fluent in a language, and who are teaching secondary level language courses, should not sign up for beginning level courses. Others do not see this as a problem.

e. The area in need of dialogue between Education and Foreign Language extends into doctoral level offerings. Modern Language faculty members feel that Ed.D. programs are being put in place without sufficient faculty strength in this area in the College of Education. They think this is unfairly adding to their own teaching and thesis supervision load.

3. The adjuncts appear to receive adequate levels of supervision. But the Department does not seem to provide

adjuncts with enough material support (office space, for example) nor does it seem to encourage high levels of participation in decision making regarding curricular issues.

There are three language coordinators in the Department (one each for French and Spanish at the University Park campus, plus one for Spanish at North Campus). They seem to maintain good informal links with the adjuncts. Especially in the case of French, where the numbers are small, consultation seems to be effective. But the following issues need further attention.

a. In the case of Spanish, where the number of adjuncts is high, a formal system of scheduled meetings between adjuncts and their coordinators needs to be more firmly established in both campuses.

b. There appears to be no available method for the adjuncts to express their views regarding curriculum and materials, other than informal discussions with the coordinator. Many adjuncts expressed dissatisfaction with some of the current approaches, and appeared to have no venue in which to make these views known to the Department.

c. The adjuncts appear to have no place, not an office, not even a cubicle, where they can meet with their students. This dampens their effectiveness.

4. Multilingual-Multiclutural Center

The original purpose for the creation of the Multilingual/ Multicultural Center is at least as valid today as it was when the Center was first established. The topic of the Center was addressed in the 1986 follow-up report. Sadly, the Center has not been given the resources and independence needed to fulfill its full potential. South Florida enjoys rich cultural, ethnic and linguistic diversity. And yet, such diversity can foster serious problems when issues involving the cultural, ethnic and linguistic characteristics of a community are misunderstood or ignored. The Center was intended to serve each of the various disciplines at FIU, so that those areas could call upon the Center's expertise in addressing problems and opportunities presented by the diversity present on campus and in the community.

The FIU Multilingual Multicultural Center is presently managed by an Acting Director who is not a member of the faculty. There are at the present time 2.5 administrative and support staff positions assigned to the Center; there is currently no line for an Associate Director. The budget has been dispersed. The Center's present agenda seems to be limited to African-Caribbean issues. It would be wise for the Center to expand its agenda to include issues concerning such areas as language policy, migration, urban poverty, women of color, as well as the region's growing Asian community. These

issues cannot be addressed by the Center given the present circumstances surrounding the Center. However, it would be unfair to criticize the Center when it has not been properly funded or staffed to address its responsibilities.

If the Center is to achieve its potential, it would be wise to establish its own budget under the control of the Center Director. That Director, given the serious responsibilities associated with the position, should be a permanent, tenured member of the faculty, with sufficient stature and visibility to draw the attention of all academic units to the important mission of the Center.

Recommendations

1. The two new, successful MA programs in Linguistics and Hispanic Studies give clear evidence of the Department's readiness to carry forward with the process of planning Ph.D. programs in these two areas. The process of developing these programs should be strongly encouraged by the University.
2. The successful enhancement of Library collections in the two areas of Linguistics and Hispanic Studies, which took place through the use of funds made available for the MA programs, must continue at an increased pace. The further development of the collections must be an integral part of the process of planning, and must receive the University's highest priority. A slacking of attention to this question would

compromise the process of establishing the new Ph.D. programs.

3. The Department should take a fresh look at the issue of determination of student language proficiency over and beyond what takes place as grades are given at the end of courses. The University should be prepared to support the Department in an effort that may have budgetary implications.

4. The University needs to take a new look at the issue of articulation between the Modern Languages Department and the College of Education. While interaction between the two units appears adequate in the curricular area, many other aspects of the relationship (advising, requirements for certification, new Ed.D. programs, etc.) need to receive further attention.

5. The Department should consider expanding the already effective work of the language coordinators to include formal, systematically scheduled meetings with adjuncts once or twice a semester on both campuses, especially for Spanish, where the number of adjuncts is high.

6. Building on the already effective work of the language coordinators, the Department should take a fresh look at the role of adjuncts in decision making regarding the selection of materials and other curricular items. While the final authority of the permanent faculty in these matters needs to be safeguarded, at present there appears to be no way for the adjuncts to formally and effectively make their views known.

7. The University must intervene to alleviate the critical

space problem affecting adjuncts. At present, they appear to have no place for meeting their students, a fact that impacts most negatively on their effectiveness.

8. The highly successful interdisciplinary nature of the Department's offerings should be enhanced in the Portuguese major, by encouraging students to take courses in History, Economics and other subjects outside the Department. This needs to be done, however, without compromising the goal of foreign language proficiency.

9. The highly successful seminars on teaching methodology need to be complemented by further efforts to bring foreign language instructors up to date. Despite considerable progress in this area, there appears to be still insufficient awareness of the difference between, for example, a teaching method and the materials and books used for teaching.

10. Although the Spanish major has done very well serving the largely Hispanic population in the community, a special effort needs to be made to attract students, for whom Spanish is not their home language, into the major in Spanish.

11. At present the number of students who continue taking foreign languages after the first two semesters represent about 3 or 4 percent of beginning-level enrollment. Part of the reason for this drop appears to be that courses at the 1000 and 2000 levels cannot be used for the 30-credit outside requirement. Some faculty members appear to see this as an

unnecessary vestige of the University's former status as an upper division institution. The University should consider whether this rule is still reasonable, and whether the current numeration of the courses is the optimal one.

12. The very successful Interpretation and Translation Program requires for the operation of its simultaneous translation unit a specialized classroom, where equipment can be permanently set up and available (booths, videos, recorders, etc.).

13. The Department has not hired anyone in French in nearly ten years. The longstanding request for a French coordinator for North Campus should be honored in order for offerings in this language program to develop.

14. The successful interaction between the Modern Language Department and the English Department needs to be strengthened by taking a new look at the question of who is to evaluate Linguistics faculty, and who is to participate in new searches for faculty in Linguistics.

15. The University recreate the Multilingual-Multicultural Center as originally proposed, clarify the mission of the M & M Center, and restore the faculty resource base of 12 FTE, allowing the Center to accomplish the goals it has set for itself. It is crucial at this juncture, that high priority be given to the recruitment and appointment of a permanent, full-time director capable of providing the kind of dynamic

leadership that such an important center deserves.

UNIVERSITY OF NORTH FLORIDA

Spanish and French

Program Strengths

1. Following the recommendations of the 1986 Program Review report the Department has implemented a major in Spanish. The Department should be commended for creating a program with such a non-traditional focus, i.e., rather than a singular emphasis on literature, students are encouraged to pursue work in linguistics and Hispanic culture and civilization as well. The quality of the Spanish major can be validated by the fact that the first two majors to have graduated are now enrolled in graduate programs.

2. Following the recommendations of the 1986 Program Review report the University has purchased and installed a state-of-the-art language lab.

3. Following the recommendations of the 1986 Program Review report the Department has taken steps toward adopting uniform language proficiency standards in that one of the members of the faculty has been trained to administer and rate the ACTFL/ETS Oral Proficiency Interview.

4. The Department should be commended for its outreach work with the area high schools. Special mention should be made of the work carried out with at-risk, minority students and for which one of the faculty members recently won an award. Attempts to establish an advanced placement (AP) program in

schools with large concentrations of minority students and where no such program has existed before should also be recognized.

Areas of Concern

1. Because of a lack of staff, many courses in the course catalog have never been offered and too many courses are being offered by independent study.
2. Placement procedures are not clear.
3. While attempts at articulation with the local community college have been made, there are remaining problems in matters of philosophy and methodology.
4. The adjuncts seem to receive adequate levels of supervision, but the Department does not seem to provide adjuncts with enough material support (office space, access to computers, copying, etc.) nor does it seem to encourage high levels of participation in decision making regarding curricular issues.
5. The Foreign Language Coordinator's duties seem excessive.
6. Because the Foreign Language Program is housed in the Department of Language and Literature, the discussions that take place during faculty meetings often are of little relevance to the foreign language staff.
7. Faculty salaries at UNF are significantly low, when compared to national standards for faculty members with comparable qualifications and experience.

Recommendations

1. It is absolutely essential that the Department immediately hire a tenure-track replacement for a senior faculty member.

2. The Department should also hire a tenure-track person in French for the 1991-92 academic year.

3. It should create 1 tenure-track position in French and 1 in Spanish for the 1992-93 academic year or shortly thereafter.

4. Once the Department has 3 tenure-track positions in Spanish and 2 in French, it should move toward implementing a major in French and begin thinking about offering basic instruction in other languages.

5. In cooperation with the College of Education, the College of Arts and Sciences, and the Department should move toward creating a Foreign Language Education major that is similar to the one offered in English at this time. It seems propitious to do this now since the State of Florida has recognized foreign language education as a critical teacher shortage area.

6. The duties of the Foreign Language Coordinator must be defined and specified. While the duties of the Foreign Language Coordinator and the Composition Coordinator seem similar on the surface, an examination of the "day-to-day" duties of the two will show that the two positions are vastly

different. Each semester the Foreign Language Coordinator must deal with placement of large numbers of students and matters concerning transfer of credit for courses taken at other colleges or universities. These duties appear much more time-consuming than those of the Composition Coordinator and may justify an additional reduction in teaching load.

7. The guidelines for placement must be spelled out more clearly. This will enhance the Department's articulation with the area high schools and especially the local community college.

8. Funding should be secured to sponsor a series of work-shops that would be led by nationally recognized authorities on articulation and foreign language program direction. These workshops should be attended by key personnel from the local high schools, community college and the Department in order to begin serious and earnest discussions on the resolution of the current problem of articulation.

9. The Department should explore ways of structuring the agenda of its faculty meetings in such a way that once issues germane to the foreign language staff are discussed, they could be dismissed and allowed to meet and discuss matters of relevance to them.

10. Adjuncts should be invited to participate in faculty meetings and be accorded the material support given regular faculty. This includes office space and access to computers.

11. In order to hire and retain the best possible faculty possible, efforts should be made to bring salaries up to a level that is competitive with other state-funded universities across the US.

SYSTEMWIDE SUMMARY AND CONCLUSION

Here I wish only to encapsulate the more critical arguments presented in the preceding pages, concentrating especially on problem areas which seem to concern a number of Florida campuses.

1. Teacher preparation. In light of the Consent Decree and the Critical Teacher Shortage, the standards established for teacher qualification are a matter of utmost concern. It is often the case that English faculty believe native competence is sufficient to teach the language: it is not. Nor does a token linguistics course or two offer sufficient remedy. A related problem is presented by difficulties between Colleges of Education (COE), and Arts and Sciences (A&S). The COE, whose life work is methodology, may have the attitude that foreign language departments are not qualified to define their own requirements and set their standards; there is great concern that without closer collaboration (and in some more extreme cases, less antagonism), not only will teacher preparation needs not be met, they will suffer serious setbacks.

2. U.S.-Japan Exchanges. Exchange programs between universities can be the start of productive collaborative efforts for foreign language departments, but the SUS must be sure that these exchanges are intended to be of mutual benefit, and that they are academically sound. Accreditation,

standards for awarding degrees--in other words all academic expectations--must be carefully spelled out before a university embarks on potentially dangerous and even disastrous ventures. I referred above (see section 3, p. 5-7) to the difficulties inherent in dealing with Japanese institutions. The other side of the coin is the quality of the program that the SUS campuses intend to offer. ESL programs must be staffed by faculty with the appropriate specialization in English-language teaching, and not simply by faculty who speak English as a native language and have an interest in travel to Japan.

3. Consent Decree. I have already discussed the implications of the Florida Consent Decree (see sec. 4, p. 7). The legislation presents a challenge to the university foreign language departments to play an active role in preparing qualified teachers. In this regard, the USF presents a model campus: since they already offer a professional TESL program, they have found themselves in an ideal position from which to respond creatively and intelligently to the demands for teacher certification presented by the Consent Decree. They have an additional advantage in the healthy relationship which exists between their foreign language departments and the COE. Other campuses might do well to follow this campus's careful initiative, keeping in mind that serious and responsive programs do not happen overnight, nor simply as a reaction to the latest legislation. A proposal offered by the University

of Central Florida would encourage foreign language majors to extend their program to include certification either as an ESOL teacher or as a Native Speaker Teacher, and deserves serious consideration. Summer Institutes, which are already a feature of Florida's foreign language instruction programs, might also be an appropriate response to the new demands for teacher preparation and certification.

4. Oral proficiency guidelines. I have discussed at great length in the Introduction the importance of intensive language instruction, and the role of oral proficiency testing in measuring levels of language acquisition (and by extension, measuring the success of the foreign language program). Nationally standardized tests are open and available to all professionals: not only are they of benefit to the student, for whom oral proficiency is the most immediate (and often the most satisfying) measure of language mastery, they are also of use to the departments, as a standardized tool to judge the preparation of potential foreign language instructors. Mastery of the spoken language, as well as the written, is a crucial component of modern foreign language education. Some of the campuses expressed their concern that available monies were not being applied to develop the language laboratories. Experience suggests that laboratory facilities are essential to supplement language instruction. The installation of language laboratories and the maintenance of sophisticated

software should be given the highest priority.

Resistance to standardized oral proficiency testing is all too evident on many of the campuses, and suggests that the needs of foreign language instruction are being given no more than lip service. If that lip service could be transmuted into oral proficiency, the argument for the advantages of foreign language instruction might finally find its voice within all State University System programs.

Conclusion

At the outset of this report, I discussed developments within the State University System of Florida which bore upon my concerns with the systems now in place for foreign language education. I suggested that Florida's needs must be seen in the light of the wider context which also determines the nation's foreign language needs. To conclude my report, I would like to expand upon those suggestions, and to do so I will discuss concerns at both the national and international levels.

On the national level, the primary focus is the legislative efforts of the Joint National Committee for Languages (JNCL) and the National Council for Languages and International Studies (NCLIS), two organizations which work in tandem. Since its inception, the JNCL has served as a forum for the nation's language and international studies associations,

their primary task being the articulation of national language policies; the NCLIS has functioned as an advocacy organization, its primary goal being to shape and implement those language policies. As of December 1990, a total of thirty-nine associations are members of this policy/advocacy coalition. Their success in advancing federal programs, state reforms, and public awareness, is proof of the importance of group planning and advocacy.

Actions of the 1990 Congress marked significant advances for foreign language education in the United States. Congress passed a $488 million appropriation for the Foreign Language Assistance Act (this Act, which has been law for three years, but never funded, will support model foreign language programs in elementary and secondary schools), and voted a $6 million increase in funding for Title VI of the Higher Education Act, bringing to $46 million the amount allocated to foreign language and areas studies research, scholarships, centers, undergraduate programs, and overseas programs. Congress also allocated funds for programs to develop critical language skills, for language and technology, and for research on language acquisition.

JNCL-NCLIS is optimistic that the Foreign Language Competence for the Future Act and the Global Elementary Education Act--bills that the foreign language community helped craft, and which had over 100 co-sponsors--will be

reintroduced in 1991. New legislation dealing with undergraduate study abroad programs and teacher education are also likely to be introduced, and a priority of the next Congress will be to build upon the increased appropriations for foreign languages passed in 1990. Thus, the coalition of professional foreign language and international studies organizations have reasons to hope that government support for their programs will continue.

On the international level, one needs only tune in the evening news to understand how small the world is becoming, and how interdependent we have become--politically, culturally, and economically. We have only to consider just a few of the more recent events to appreciate the extent to which all of our fortunes are bound together: the growing influence of Japan and the other countries of the Pacific rim; the dismantling of the Berlin Wall; the unification of East and West Germany; the end of the Cold War; the expiration of the Warsaw Pact; democratization and instability in the Soviet Union; most of all, the prelude to and aftermath of the Persian Gulf War. This simple outline of the more pressing events argues for a greater emphasis, in the nation's educational system, on programs of international education and, by implication, on more and better instruction in foreign languages.

The State University System of Florida, like any university

system, has a mandate to prepare its students to become informed, responsive, and responsible citizens of the state, the nation, and the world. The importance of cultural exchange (not truly possible without language expertise) is suggested by a recent editorial from the Christian Science Monitor, entitled "If Only USIA Had Invited Saddam" (please note that the editorial was dated Sept. 26, 1990, well before the Gulf War even began).

The author of the editorial reported on the USIA's 50th Anniversary celebration of their USIA's International Visitor Program. The writer (John Hughes) noted that the list of previous guests included Valery Giscard D'Estaing, Margaret Thatcher, Japan's Toshiki Kaifu, and South Africa's Frederik W. de Klerk. He then checked to see whether Saddam Hussein had ever been invited. He had not. The writer speculated that "one never knows how far-reaching an impact on personalities and policies there can be from this modest little program that is one of the gems of the information agency's program to strengthen foreign understanding of the US and its policies," and suggested that the program should be emulated by non-governmental organizations. I cite this article, not to suggest that Florida should initiate a series of no-host bars for (potentially) eminent foreign visitors, but to introduce two principles that bear on their efforts in the field of foreign language instruction, and they are: (1)

that even a little goes a long way, and (2) if a little is that good, then a lot is even better.

The SUS has had the sense and the courage to continue to examine its own efforts to meet the challenges and the needs of global interdependence. I applaud the faculty and administrators who desire to put their most professional efforts into their educational system. I am encouraged to believe that this in-depth review of the foreign language programs presently offered by the SUS offers intelligent and appropriate criticisms, and that this criticism in turn will assist their efforts to bring students in the SUS into focus with the world.

It is, however, up to the faculty and administrators of the State University System to translate this report into action. To the regret of evaluators and consultants everywhere, reports are often written and filed away, with no real results. If language study, broadly defined, is important, then resources must be allocated to support such study. As someone whose career has included both government service and higher education, I understand well that we operate in a world of finite resources. Nevertheless, even the most elementary forms of education involved making decisions and setting priorities. All over the United States, but especially in Florida with its growth and cultural diversity, languages will be a critical element of modern life. It is up to Florida to

use this report as an opportunity to embark on a road of national leadership in language education.

On behalf of all the consultants, please accept my best wishes for success.

APPENDICES

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B2. Opportunism Seen in Education Ventures

B3. U.S. Campuses in Japan Losing Appeal

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ASSOCIATION OF DEPARTMENTS
OF FOREIGN LANGUAGES

Policy Statements on the Administration of Foreign Language Departments

Developed by the 1987 ADFL Executive Committee:

Patricia Herminghouse (Univ. of Rochester)
Bette G. Hirsch (Cabrillo Coll.)
Richard B. Klein (Univ. of Mississippi)
Paul W. Kroll (Univ. of Colorado, Boulder)
Howard Mancing (Purdue Univ.)
Gerald E. Mikkelson (Univ. of Kansas)
Jean A. Perkins (Swarthmore Coll.)
Walter Wetzels (Univ. of Texas, Austin)
Richard A. Zipser (Univ. of Delaware), President

The ADFL Executive Committee suggests the following guidelines for the administration of foreign language departments:

Class Size

ADFL reaffirms its 1978 resolution regarding appropriate class size for foreign language instruction: "As professionals of foreign language instruction, we deem the optimum class size to be 12 for adequate results in classes where all four skills are equally stressed. In any case, maximum class size should not exceed 20." Particularly at the elementary and intermediate levels, class size must be small enough to enable – rather than to inhibit – the kind of effective interaction between teacher and students necessary to developing proficiency in the language.

Teaching Load

Foreign language faculty members should spend no more than 12 hours per week per semester in the classroom. If there is an expectation of ongoing research, they should not be required to teach more than 9 hours per week (three courses). Institutions that require faculty members to publish for tenure and promotion should lower teaching loads, especially for junior faculty members.

Variable Work Loads

Departments of foreign languages and literatures, to make the best use of their faculty members' interests and abilities, should adopt flexible work-load policies.

Standards for Selecting a Chair

Except in unusual circumstances, the chair of a department of foreign languages and literatures should be a tenured member of the department with professional qualifications equal to those of the other tenured members. Under no circumstances should an untenured junior faculty member be asked to chair a department.

Junior Faculty Development

Faculty members on probationary appointments should be given the maximum opportunity to realize their potential in the academic profession. Foreign language department chairs, tenured faculty members, and deans should support and encourage their junior colleagues to participate in professional conferences and organizations and to travel for professional development, including travel abroad. These faculty members should also have fair and reasonable teaching loads, released time and internal grants for research, and modest service assignments, even while being integrated fully into the departmental and college governance system.

Evaluation of Nontraditional Fields

The nature of departments of foreign languages is rapidly changing. The new thrust toward interdisciplinary work and the fields of inquiry including those made possible by technological advances broaden the legitimate areas of both teaching and research within a foreign language department. Colleagues may be involved in disciplines closely related to foreign languages and literatures that have not in the past been considered an integral part of a foreign language department. Some examples of these fields include women's studies, film studies, literary and technical translation, creative writing, area studies, and foreign language methodology and pedagogy, including work in the new technology.

In questions of promotion, tenure, and salary, colleagues working in these fields should be evaluated using the same procedures and standards as those used for the more traditional fields but with proper consideration for the particular standards each discipline requires.

Use of Part-Time Faculty

In view of the continuing increase in the use of part-time faculty members in departments of foreign languages, ADFL endorses the following statement developed by the Association of Departments of English and adopted by the MLA Executive Council in May 1982:

> The recent dramatic increase in the use of part-time teachers in many departments of English and foreign languages is already threatening departmental integrity, professional standards, and academic excellence. Although some part-time appointments add significant dimensions to curricula and some professionals prefer to accept only part-time academic appointments because of other commitments, most part-time appointments are not made for educationally sound reasons. Indeed, the primary motivation for many of these appointments has been to reduce the cost of instruction.
>
> From the point of view of the departmental administrator, part-time teachers fall into two general groups. Most are clearly temporary members of a department. Others teach from year to year and become virtually permanent. Graduate students who serve as apprentice teachers enjoy a special status in their departments and are therefore distinct from these groups.
>
> The very conditions under which most temporary and permanent part-time teachers are employed define them as nonprofessionals. Often they are hired quickly, as last-minute replacements, with only hasty review of their credentials. They receive little recognition or respect for their contributions to their departments; in many instances they are paid inequitably.
>
> The potential damage to academic programs caused by the excessive use of part-time teachers cannot be calculated exactly, but some negative effects are unavoidable. Because part-time teachers are not treated as members of the departmental community, they often have a limited commitment to the institution and its students. Because part-time teachers rarely participate, as professionals should, in the development of courses, the continuity of sequential courses and the consistency of multisectioned courses suffer. Because part-time teachers are rarely available to advise students or, if available, may not be fully informed about institutional programs, inordinately heavy responsibility for advising falls to the full-time faculty. In addition, because of the low professional standing of part-time teachers, their frequent assignment to composition and introductory language courses diminishes the importance of basic courses at a time when society recognizes a need for special attention to this part of the curriculum.

In the face of present conditions and concern about the decline in quality of humanities programs, the MLA urges college and university administrations to make new and concerted efforts to eliminate the excessive use of part-time teachers, to improve the conditions under which part-time teachers are employed, and to recognize the professional status and important contributions of such teachers. Continuation of excessive, unplanned use of part-time teachers can only exacerbate administrative difficulties, invite student dissatisfaction, and threaten the quality of education.

The MLA offers the following guidelines for the employment of part-time teachers.

Guidelines

1. *Each department should develop a long-range plan that clarifies the use of both temporary and permanent part-time teachers in terms of departmental needs and goals.* This plan should establish an appropriate limit on how many part-time teachers may be hired in relation to the number of full-time faculty and graduate students who serve as apprentice teachers.

2. *All part-time teachers should be treated as professionals.* They should be hired and reviewed according to processes broadly comparable to those established for full-time faculty. They should be given mailboxes, office space, and clerical support. They should receive adequate introduction to their teaching assignments, departments, and institutions. They should either be paid a pro rata salary or receive a just salary that accurately reflects their teaching duties and an additional stipend for any duties outside the classroom they are asked to assume. When appropriate and in accordance with well-thought-out policies, part-time teachers should participate in determining departmental policies and in planning the courses they teach.

3. *If there is a recurrent need for the services of part-time teachers, departments should consider establishing a cadre of permanent part-time teachers.* In addition to the privileges outlined in item 2, above, these teachers should receive appropriate fringe benefits and incentives that foster professional development, for example, merit raises and access to research and travel funds.

Joint Japan/ U.S. education enterprises

The Institute of International Education has concluded the first study of American-Japanese higher education partnerships that have emerged during the past decade. A mixture of successes and failures were found. Japanese partners are usually for-profit businesses or proprietary institutions, which causes problems for tax-exempt American institutions of higher learning. One of the supporting claims for many of the new programs is that they will foster greater mutual understanding among Japanese and American young people, but in reality the students rarely mix. Branch campuses of such schools as Minnesota State University, Southern Illinois University at Carbondale, Temple University, and Texas A&M University in Japan, enroll almost exclusively Japanese students because it is too expensive for Americans enrolled at the home campuses to travel to and live in Japan. On the other hand, most Japanese students who come to the U.S. to study at such schools as Salem-Teikyo University in West Virginia or Warner Pacific in Portland, OR, do not have a good enough command of English to take college-level courses with their American peers. Japanese students are also shocked to learn that just because they pay tuition to an American college, they are not guaranteed a degree as they would be at home. And there are numerous financial and administrative problems on both sides of partnerships that lead to misunderstandings and culture clashes.

Profiting from Education: Japan-United States International Ventures in the 1980s reports that a "climate of opportunism" threatens the integrity and quality of programs on both sides of the Pacific and that "The new developments in Japan-U.S. higher education represent the full range of folly, fraud, mediocrity, and excellence that can grow in such a setting." The full report may be ordered from I.I.E., Books, 809 United Nations Plaza, New York, NY 11117-3580 for $4.00.

international studies in the news

☐The International Research & Exchange Board of Princeton arranges exchanges with Eastern Europe and the Soviet Union. It has recently opened its first overseas field office in Moscow and plans to open two more—in Prague and Bucharest—before the year's end.

☐The University of Michigan's Institute for Social Research has opened a branch office at the University of Warsaw. The new Center for Social Research is housed in a building donated by the Polish Ministry of National Education. Initially about 15 scholars, most of whom are Polish, will pursue research in the social and behavioral sciences, concentrating on the political, economic, and social changes taking place in Eastern Europe. Other universities in Poland, Hungary, Czechoslovakia, and perhaps the Soviet Union, are expected to participate. In time it is anticipated that American scholars will conduct research at the center.

☐*Publick Occurrences*, the first newspaper published in the United States, was issued in Boston on September 25, 1690; four days later the British governor ordered it closed. The 300th anniversary of its publication was celebrated at a benefit dinner at the Copley Plaza Hotel to raise funds for the Center for Foreign Journalists, a nonprofit foundation that underwrites apprenticeships at American newspapers for foreign journalists and vice versa. At present, about 45 journalists from Eastern Europe, Africa, and Asia are working at newspapers around the country.

☐Five investors—one American, two expatriate Americans, and two Spaniards—have bought the campus of the former Robert Morris College in Carthage, IL, and reopened it as Carthage International College. The first dozen students from Spain are taking non-credit courses in English, computer literacy, and typing and for-credit courses at nearby Carl Sandburg Community College. Over time, the investors plan to turn the college into a four-year, accredited liberal arts degree program for European and American students. They hope to attract students from 16 countries next year, particularly from Spain where one investor's son runs the Center for Humanistics Interchange, a Madrid-based exchange program. The attractions for European students will be the prestige of a degree from an American college and the advantages of fluent English in the European job market.

☐The Law School and Asian Studies Department at Washington University in St. Louis, MO, have established the first joint degree program in the country, which focuses on the culture and law of East Asia. Students must have some background in Asian studies and a knowledge of an Asian language, and after four years, depending on their language abilities, will earn both a law degree and a master's degree in Asian studies. Other law schools, such as those at Columbia, Harvard, UCLA, University of Michigan, and the University of Washington at Seattle, also have programs concentrating on Asian law.

REMINDER

ACTFL's French Scholarship Program

Plan now for a month of study in France July '91 — Applications available from ACTFL Office.

(914) 963-8830
FAX (914) 963-1275

'Opportunism' Seen in Education Ventures Between U.S., Japan

By DENISE K. MAGNER

A "climate of opportunism" pervades recent joint educational ventures between American colleges and Japanese groups, and it threatens the quality and integrity of such programs in both nations, a new study suggests.

The study, sponsored by the Institute of International Education, is the first major analysis of the wave of American-Japanese educational partnerships that began to appear in the 1980's. A report of the study is being released this week.

Called "Profiting from Education: Japan–United States International Educational Ventures in the 1980's," the report outlines the academic, administrative, cultural, and financial problems facing institutions that enter into such arrangements. The new ventures have involved more than three dozen American colleges and universities and a host of Japanese institutions, municipalities, and businesses.

"Education is not often the cause of conflict between nations," the report said, "but for Japan and the United States, the new wave of joint educational developments could be an exception."

While the new programs seek to promote learning, innovation, and mutual understanding, the report said, they also seek to make money, promote development, and advance the status of American colleges and Japanese groups. What is worrisome, it said, is that the "latter motives have dominated." Many American officials, the report said, have not considered the financial implications of U.S. nonprofit institutions' entering into arrangements with for-profit groups.

The report described a range of problems that colleges have faced in the joint ventures with Japan. Among them:

- American and Japanese partners report "endless renegotiation" of even the smallest details of their contracts for the ventures. One U.S. administrator reported that although his Japanese partner had been willing to finance state-of-the-art microscopes, it had taken forever to get wastebaskets because the partner didn't see why one basket was needed for each room.
- The contracts involve unusual governance structures in which the American partners may operate the education programs while the Japanese control the purse strings. One U.S. administrator reported that he had no operating budget and had to negotiate each purchase with the Japanese partner.
- Because the ventures have operated with little oversight, some abuses have occurred. The report cited one instance in which a university administrator was supposed to conduct an accreditation review of the Japanese branch campus of another American institution. The administrator used confidential information derived from his review to set up a program in Japan for his own university.

"The new developments in Japan-U.S. higher education represent the full range of folly, fraud, mediocrity, and excellence that can grow in such a setting," the report said.

American and Japanese institutions have for years organized exchange programs involving professors and students. But the latest efforts are different. First, they are sponsored by partnerships that typically "involve Japanese capital in exchange for U.S. educational resources," the report said.

Second, rather than just sending students or professors abroad, "we're dealing now with whole institutions' going abroad," Gail S. Chambers, one of the report's two authors, said in an interview.

The emergence of Japan as a world economic power and the growing interest in giving students from both nations an international perspective are spurring the new ventures, the report said. Educators and entrepreneurs see a market of unmet educational needs in Japan for degrees that indicate international competence.

U.S. colleges and their Japanese partners—ranging from proprietary institutions to local governments to businesses—are moving into that market. Since 1980, more than 100 American colleges have sent teams to Japan to investigate establishing branch campuses or degree programs there, the report said. Meanwhile, more than 120 Japanese groups have expressed interest in creating programs or setting up campuses here.

At least 30 ventures have begun operating in Japan, said Ms. Chambers, a research associate at the University of Rochester's Graduate School of Education. (The report's co-author, William K. Cummings, a professor of education at Harvard University, is in Japan and could not be reached for comment.) Ms. Chambers said she was uncertain how many such ventures are under way in the United States, but some experts put the number at about 12.

Controversial Purchases

In both nations, the ve
have attracted widespread p
ty—not all of it positive. For
ple, attempts by some Japan
vestors to purchase finar
strapped American colleges
proved controversial.

Some U.S. communities
welcomed the infusion of Jap
money into struggling loca
leges. But others have reacte
atively to such offers becau
"concept of American col
being bought is repugnant
culture," Ms. Chambers saic

At the same time, Ms. Cha
said the Japanese public was
ing skepticism and concern
the new programs in Japan
Japanese news media and
students and parents there
complained that the perfor
of some of the programs has
"unimpressive," the report

For instance, none of the
ventures in Japan have been
bly successful in improvin
English proficiency of Jap
students at the rate the institu
initially promised in adve
ments, the report said. To the
nese public, it said, "the infe
is that American education
all it claims to be."

A clash of cultures is at th
of some of the problems
Chambers said. For example
anese students who pay tuitic
Japanese university are guara
they will graduate. No such
antee exists in the America
tem, and Japanese citizens
been concerned about instan
which students have failed cc
on the branch campuses.

Such controversies sugge
new programs have the poten
increase tensions between
and America rather than to
mote understanding, Ms. C
bers said.

Marjorie Peace Lenn, vice-
dent of the Council on Postse
ary Accreditation, called the r
a "much-needed" analysis.
council and regional accre
agencies have been involved
viewing the new overseas ver
of American colleges.

"There is a gold-rush mer
that is operating at this time,"

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Ms. Peace Lenn, who will be spending several weeks in Japan this summer, at the invitation of the U.S. Embassy, to discuss concerns about the new American programs in Japan with educators and government officials. "There are some excellent programs out there, but there are also some institutions rushing in without taking a good look at the whole picture."

Julia A. Ericksen, vice-provost for academic programs at Temple University, which has had a branch campus in Japan since 1982, said she had yet to read the I.I.E. report. But she questioned the concerns it raises about opportunism. She said the same charges of opportunism could be made about part-time and evening programs that U.S. colleges now offer.

Initially, Ms. Ericksen said, Temple got involved in Japan to bolster declining enrollments at its main campus and to save faculty positions. The courses on the branch campus are identical to those at the Philadelphia campus and have been "well received in Japan," she said.

No 'Shoddy Products'

Ms. Ericksen said Temple's Japan campus was "self-sustaining" and did not use funds provided by the state legislature to the university's main campus.

"Anyone who thinks they're going to make a lot of money in Japan is naive," she said. "Anyone who thinks Japan is going to accept shoddy products is very naive."

The branch campuses that American colleges are setting up in Japan typically offer students English-language training and U.S.-accredited courses toward an associate degree. Some offer only English language training, while a few offer bachelor's degrees, graduate-level instruction, or some combination of programs. Besides Temple, institutions with new campuses in Japan include the Minnesota State University System, Southern Illinois University at Carbondale, and Texas A&M University.

The branch campuses operate under for-profit arrangements. "American colleges leave the U.S. border as non-profit institutions and become part of for-profit institutions in Japan," Ms. Peace Lenn said.

The American-Japanese partnerships involve complex financial issues that many American officials have not carefully examined. For instance, the report said, such a partnership could jeopardize a college's tax-exempt status if its assets were used to benefit private individuals financially. The report recommended that the Internal Revenue Service and tax lawyers for American colleges examine those questions.

While the "rhetoric" of the new programs is that they enable American and Japanese students to learn from each other, the reality is that the students enrolled at most of the branch campuses are exclusively Japanese. In most cases, no American students from the U.S.-based campuses are studying at the branch campuses, primarily because of the high costs involved, the report said.

Momentum Is From Japan

Temple University Japan is one of the few branch campuses that has had American students from the "home" campus in the United States. The Tokyo campus is operated by a for-profit Japanese corporation, while Temple is under contract to provide English-language training, associate and bachelor's degrees, and even a few graduate programs. But only a handful of American students from Temple's main campus went to Japan in 1989 to study at the branch campus, which enrolled about 1,800 students when the report's authors visited the campus last year.

The momentum for the joint programs being set up in the United States comes primarily from Japanese sources, the report said. In some cases, Japanese groups seek to buy or become affiliated with a U.S. campus. Some of the ventures involve Japanese universities setting up study-abroad programs on American campuses.

An example of a U.S.-based program is Teikyo University, which has merged with, bought portions of, or become affiliated with four American institutions—Post and Regis Colleges, Salem College in West Virginia, and Westmar College.

The U.S.-based programs have had more success in getting Japanese and American students to interact, the report said.

But the difficulties that Japanese students have had in speaking conversational English have raised questions about whether they will be sufficiently prepared to take college-level courses here. "Segregation" of American and Japanese students in separate classrooms "in all probability will be pedagogically necessary," the report said.

Copies of the report are available for $4 each from the Institute of International Education, Books, 809 United Nations Plaza, New York, 10017-3580. ■

The Chronicle of Higher Education

May 30, 1990

ASAHI EVENING NEWS APRIL 13 1990

U.S. Campuses in Japan Losing Appea

Language, Cultural Barriers Keep Enrollment Numbers Dow

A Japanese student studies in the library of Temple University's Tokyo campus.

Japanese students enrolled in local branches of American universities are facing language and cultural barriers that have led to a noticeable cooling of interest in the imported schools among Japanese municipalities, students and parents.

The Niigata campus of Southern Illinois University opened its doors to 451 freshmen in May 1988, but only 226 of those students are still at the school. The school attracted much attention when it opened because it was the first U.S. university to be invited to Japan through a local government. The large number of dropouts was the subject of a recent magazine article.

According to a spokesman for the school, parents have complained when their children failed after entering the university and prefectural officials questioned the school about inflating its enrollment figures.

Keith Pharis, director of the intensive English program at the Niigata campus, said the criticism of the high dropout rate was unjustified.

"Of the 225 students who have left, 79 quit in order to transfer to other universities in the United States," Pharis said. "It is the students' choice if they decide they have acquired enough English to make it in the United States."

A major hurdle facing the students still at the Niigata campus is getting an acceptable score on the Test of English as a Foreign Language (TOEFL) exam in order to be able to transfer to the main campus in Carbondale, Ill.

The school allows some students with scores above 450 but below the cutoff of 500 to enroll in introductory courses at Niigata and provides English instructors to teach them note-taking techniques by sitting next to them during lectures.

"This kind of service is unthinkable in the United States," Pharis said. "But this is Japan."

"In the United States, students are treated as adults and must be responsible for themselves," he said. "The problem faced by Japanese students who go to the United States is this difference rather than problems with English."

A rush of interest was shown by local governments throughout Japan after the establishment of the U.S.A.-Japan Committee for Promoting Trade Expansion, which was initiated by Congress and Japanese Diet members in 1986. Many of the local cities planned to invite American universities to open campuses as a means of revitalizing the local economy and promoting international understanding.

While many universities faced problems in obtaining adequate financial backing from the cities, at least 14 campuses were opened last spring by administrators seemingly afraid of falling behind competitor schools.

Although the Niigata campus of SIU accepted about three times the number of students initially planned, most schools that opened last spring were unable to fu their original enrollm plans. No Japanese localit are planning to open n campuses next spring.

Many of the impor schools were disappoin when Marjorie P. Lenn, v president of the Council Postsecondary Accreditat visited Japan in early Jun report the council's findi on their applications for creditation.

According to Lenn, m of the Japanese campu could not be accreditec the American council cause in many cases the J nese campuses provide English-language instruc and the courses taken u pan do not count tow graduation.

American educators also expressed shock a unexpected reactions have got here in Japan.

A number of Amer teachers were surprise the angry response they held back a numb Japanese students from ceeding to the next leve to insufficient En ability—a backlash that not from the students t selves, but from their r ers.

Other teachers amazed that students apply for entrance exa tions and pay fees of than ¥1 million on the ba magazine ads without visiting the campus a quiring about the cour

As a result, some A can universities have he planatory sessions for ents of prospective stu and have included se about the possibility of courses in the Japa language brochure to out differences with Jap universities.

Nana Mitsuhima F educational informano cer at the Japan-U States Educational Co sion, feels much of the lem arises from a lack derstanding on the ences between Japane American universities

"Entering an accr Japanese campus of university does not gua graduation," said F "The student is gi chance, but after that up to the student. That American way."

—Asahi News S

The Niigata campus of Southern Illinois University which opened in May 1988, the first U.S. university to be invited to Japan by a local government.

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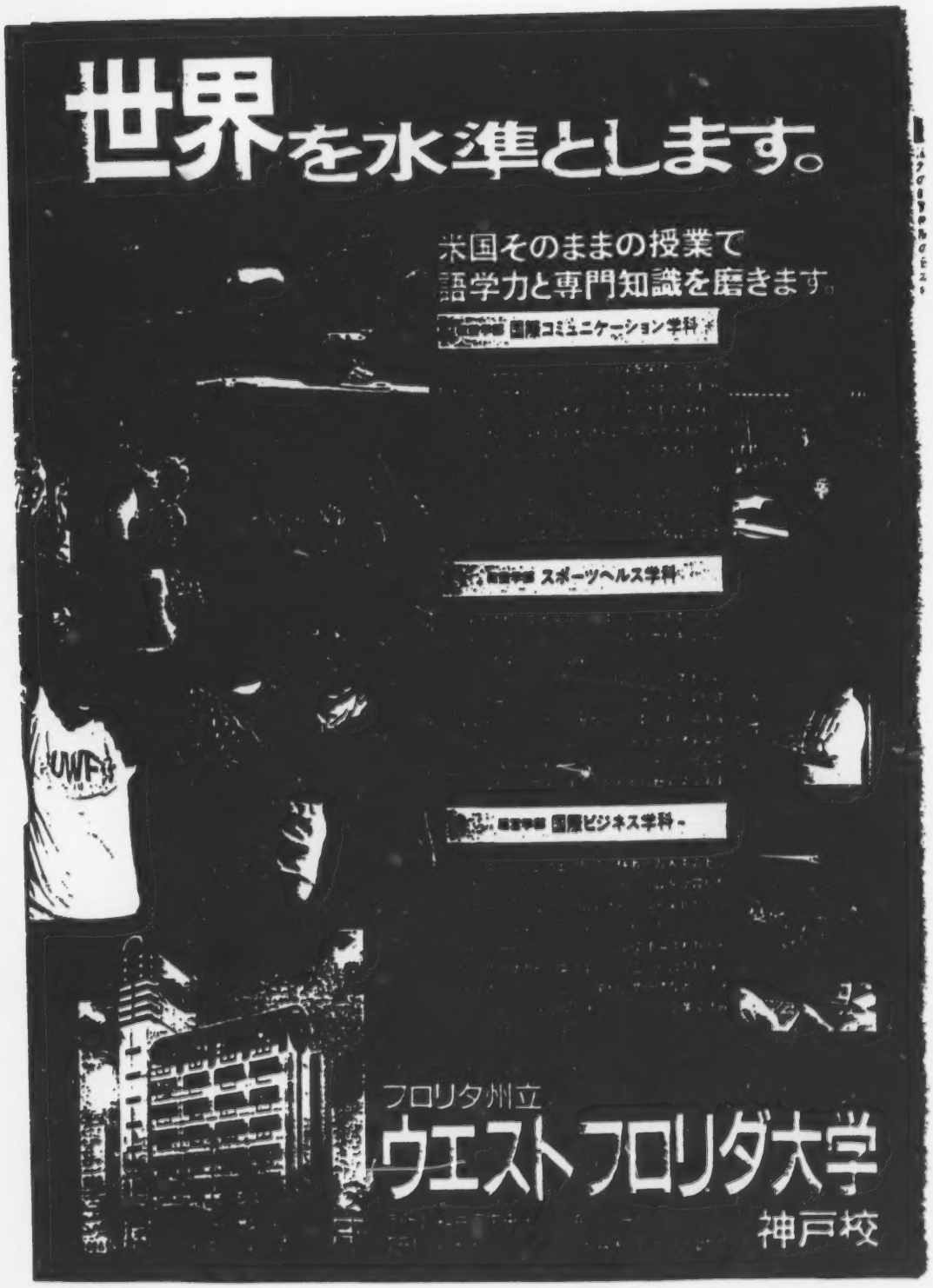

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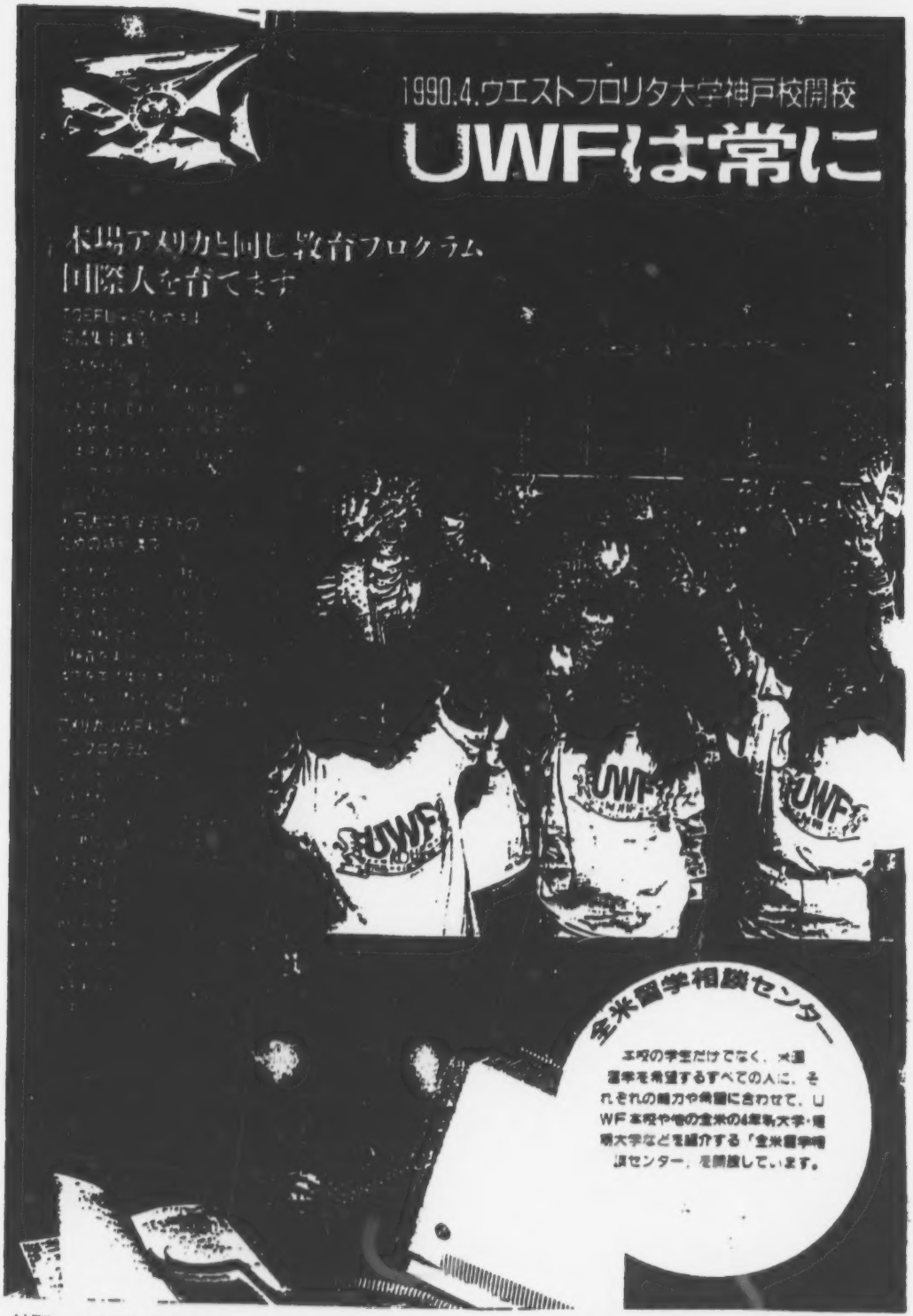

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MORE
LOOK

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けるとともに、2の授業も英語でけい、
タルに英語を理解できる能力を養います。

●教養学部　国際コミュニケーション学科
…国際社会、…ルチャーと…ニケーションを通し、…際に通用する様々な…
…に、教養を主…ニケーション…に…
そ…ニケ…に…の…人を…ます。

●教養学部　スポーツヘルス学科
…ーツビジネス、スポーツ…ーション…
…より…理療…、フィットネス…など…
…野において…躍できるための…ログラ…を実現。スポーツ…ーツ社会…
…の中…ビジネス…英語を…界の…野で…
ます。

●経営学部　国際ビジネス学科
…際・…際の…理論を…ぶ…実際の…
…実…の…で…く…会…に…を…場…
…ョン…、…際…の…際…
…のビジネス…践…を通して…
…ゲーム…で…際で…る…力を…ます。

ウニストフロリダ大学のあるペンサコーラ市は、豊かな緑と海に囲まれた、美しいリゾートシティ。多くの学生が、恵まれた環境のなかで、自由に可能性を伸ばしています。

…真…はフロリダ州立大学の学生が…で学ぶための学校。そのため…多くのアメリカ人学生が学びにやっ…ビーや海などの交流を深めてく…

…ンケートにご協力ください

…ご記入ください。）

1. あなたは本校のどの学科に興味を持たれましたか。
a 国際コミュニケーション学科
b スポーツヘルス学科
c 国際ビジネス学科

2. あなたは本校の…説入学への参加を希望されますか。
a はい　b いいえ

3. あなたは志望校を決定する際に何を重視しますか。
a 国際性　b 学費　c 取得資格
d 施設・設備　e その他（　　）
f 教育方針　g 歴史・伝統
h その他（　　）

4. ご意見・ご質問がありましたら、ご記入ください。

リクルート進学ブック第●号

フロリダ州立大学

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MORE ACTION

JWFは、
実に世界を水準とします。

●日米の学生が同じキャンパスで学ぶ
...F University of West Florida・フロ...
...4年制・をはじめとするフロリダ州...
二大学の学生が日本を学ぶために設立さ...
...神戸校。フロリダの学生は1セメス...
...4カ月 単位で神戸校を訪れ、三...
...学生ここもに学び、交流を深めます。

●米国そのままの授業を実施
...長や学部長をはじめ、多くの教授陣が...
...ここから派遣され、UWF本校の質...
...高いカリキュラムで授業を実施。卒業...
...三で授二で話せる通学力と実践的な専...
...教育を身につけます。

●進学・留学など、カウンセリング指導
...な情報はセンターで一括。

学校見学
...JWFのキャンパスは、国際都市・神戸の真ん...、JR神戸駅から徒歩2...
...つの恵まれた環境にあります。ぜひ一度、ご来校ください。

●受付時間
...月～土曜日)
...9:30～PM6:30
...日曜・祝日)
...10:00～PM4:00

●日　程
6月3日(日)
7月29日(日)
8月28日(火)

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フロリダ州立
ウエストフロリダ大学
神戸校 行

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フロリダ州立ウエストフロリダ大学神戸校

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Principles of Good Practice in Overseas International Education Programs for Non-U.S. Nationals

Regional Institutional Accrediting Bodies
Council on Postsecondary Accreditation

February, 1990

Preface

The regional institutional accrediting bodies of the Council on Postsecondary Accreditation subscribe to the following principles of good practice in overseas international education programs for non-U.S. nationals. Each regional institutional accrediting body will apply these principles consistent with its own accrediting standards.

PRINCIPLES OF GOOD PRACTICE

Institutional Mission

1. The international program is rooted in the U.S. institution's stated mission and purposes and reflects any special social, religious, and ethical elements of that mission.
2. The faculty, administration, and governing board of the U.S. institution understand the relationship of the international program to the institution's stated mission and purposes.

Authorization

3. The international program has received all appropriate internal institutional approvals, including that of the governing board.
4. The international program has received all appropriate external approvals where required, including system administration, government bodies, and accrediting associations.
5. The U.S. institution documents the accepted legal basis for its operations in the host country.

Instructional Program

6. The U.S. institution specifies the educational goals to be met by its international program.
7. The content of the international educational program is subject to review by the U.S. institution's faculty.
8. The international education program reflects the educational aspects of the U.S. institution, including a commitment to general education where appropriate.
9. The educational program is taught by faculty with appropriate academic preparation and language proficiencies, and whose credentials have been reviewed by the U.S. institution.
10. The standard of student achievement in the international program is equivalent to the standard of student achievement on the U.S. campus.
11. The international educational program where possible and appropriate is adapted to the culture of the host country.

Resources

12. The institution currently uses and assures the continuing use of adequate physical facilities for its international educational program, including classrooms, offices, libraries, and laboratories, and provides access to computer facilities where appropriate.
13. The U.S. institution has demonstrated its financial capacity to underwrite the international program without diminishing its financial support of the U.S. campus. Financing of the international program is incorporated into the regular budgeting and auditing process.

Admissions and Records

14. International students admitted abroad meet admissions requirements similar to those used for international students admitted to the U.S. campus, including appropriate language proficiencies.
15. The U.S. institution exercises control over recruitment and admission of students in the international program.
16. All international students admitted to the U.S. program are recognized as students of the U.S. institution.
17. All college-level academic credits earned in the international program are applicable to degree programs at the U.S. institution.
18. The U.S. institution maintains official records of academic credit earned in its international program.
19. The official transcript of record issued by the U.S. institution follows the institution's practices in identifying by site or through course numbering the credits earned in its off-campus programs.

Students

20. The U.S. institution assures that its institutional program provides a supportive environment for student development, consistent with the culture and norms of the international setting.

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21. Students in the international program are fully informed as to services that will or will not be provided.

Control and Administration

22. The international program is controlled by the U.S. institution.
23. The teaching and administrative staff abroad responsible for the educational quality of the international program are accountable to a resident administrator of the U.S. institution.
24. The U.S. institution formally and regularly reviews all faculty and staff associated with its international program.
25. The U.S. institution assesses its international program on a regular basis in light of institutional goals and incorporates these outcomes into its regular planning process.

Ethics and Public Disclosure

26. The U.S. institution can provide to its accrediting agencies upon request a full accounting of the financing of its international program, including an accounting of funds designated for third parties within any contractual relationship.
27. The U.S. institution assures that all media presentations about the international program are factual, fair and accurate.
28. The U.S. institution's primary catalog describes its international program.
29. The U.S. institution does not sell or franchise the rights to its name or its accreditation.
30. The U.S. institution assures that all references to transfer of academic credit reflect the reality of U.S. practice.
31. The U.S. institution assures that if U.S. accreditation is mentioned in materials related to the international program, the role and purpose of U.S. accreditation is fairly and accurately explained within these materials.

Contractual Arrangements

32. The official contract is in English and the primary language of the contracting institution.
33. The contract specifically provides that the U.S. institution controls the international program in conformity with these guidelines and the requirements of the U.S. institution's accreditations.
34. The U.S. institution confirms that the foreign party to the contract is legally qualified to enter into the contract.
35. The contract clearly states the legal jurisdiction under which its provisions will be interpreted will be that of the U.S. institution.
36. Conditions for program termination specified in the contract include appropriate protection for enrolled students.
37. All contractual arrangements must be consistent with the regional commissions' document, "Contractual Relationships With Non-Regionally Accredited Organizations."

. . . . . .

The Regional Institutional Accrediting Bodies Recognized by the Council on Postsecondary Accreditation:

Commission on Higher Education, Middle States Association of Colleges and Schools
Commission on Institutions of Higher Education, New England Association of Schools and Colleges
Commission on Vocational, Technical, and Career Institutions, New England Association of Schools and Colleges
Commission on Institutions of Higher Education, North Central Association of Colleges and Schools
Commission on Colleges, Northwest Association of Schools and Colleges
Commission on Colleges, Southern Association of Colleges and Schools
Commission on Occupational Education Institutions, Southern Association of Colleges and Schools
Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges
Accrediting Commission for Senior Colleges and Universities, Western Association of Schools and Colleges

Council on Postsecondary Accreditation · One Dupont Circle, N.W., Suite 305 · Washington, D.C. 20036 · Tel: 202/452-1433, Fax: 202/331-8871

A Listing of U.S. Institutions of Higher Education in Japan

Council on Postsecondary Accreditation
Washington, D.C.

October, 1990

Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions for a level of performance, integrity and quality which entitles them to the confidence of the educational community and the public they serve. In the United States this recognition is extended through nongovernmental, voluntary institutional or professional accrediting bodies*. These groups establish criteria for accreditation, arrange site visits, evaluate those institutions and professional programs which desire accredited status, and publicly designate those which meet their criteria.

American education programs *for Japanese nationals* are currently found in three forms in Japan:

1. *Branch Campuses* give academic credit toward a degree and are considered branches of higher education institutions located in the United States. It is the institution in the United States which is accredited; the branch is not separately accredited. The accreditation of the U.S. based institution is extended to the branch when the branch has been separately reviewed and the accrediting body has determined that educational quality exists at the branch.

2. *Language Programs* can be found either within the offerings of a branch campus or in a free-standing program which is not combined with a degree-granting institution. In either case, language programs generally do not carry academic credit, therefore do not lead toward an academic degree. As a result, these programs are not reviewed separately by accrediting bodies (as are the branches) and are therefore simply considered an offering of the accredited U.S. based institution.

3. *Free-Standing Programs* include the graduate programs offered by U.S. institutions, are not separately reviewed, and are considered as simply an offering of accredited U.S. based institutions.

* * * * *

A. List of Institutions Operating in Japan

The list which follows appears in chart form and organizes the U.S. institutions into categories: (1) Branch campuses of U.S. institutions; (2) Language Programs; (3) Free-Standing Programs; (4) Planned Programs; and (5) Others.

On the left of the chart appears:
(1) The name and location(s) of educational programs in Japan; and
(2) The names and addresses of the sponsoring U.S. institution(s).

On the right of the chart is reported the current status of the program as reported by the regional accrediting bodies of the Council on Postsecondary Accreditation.

* Specialized accrediting bodies (for professional areas such as law, engineering, medicine, etc.) currently do not have accrediting activities in Japan.

B. List of Institutions Planning Future Activities in Japan

Following the list of institutions currently operating in Japan is a list derived from the accrediting bodies of institutions which are planning future activities in Japan. It is assumed that this list is incomplete as there are several additional institutions which are considering this option but have not yet formally notified their respective accrediting body.

C. Principles of Good Practice in Overseas International Education Programs for Non-U.S. Nationals

The regional institutional accrediting bodies adopted a set of Principles to be applied to overseas branch campuses of accredited U.S. institutions consistent with the accrediting standards of each region. These Principles appear following the lists.

* * * * *

Any general inquiries related to the listing should be referred to:

Council on Postsecondary Accreditation
One Dupont Circle, N.W., Suite 305
Washington, D.C. 20036
Fax: (202) 331-9571

* * * * *

Specific inquiries related to the listing should be referred to the appropriate regional accrediting body:

COPA Recognized Regional Institutional Accrediting Bodies

Commission on Higher Education/Middle States Association of Colleges & Schools
3624 Market Street, Philadelphia, Pennsylvania 19104, fax (215) 662-5950
Commission on Institutions of Higher Education or Commission on Vocational, Technical, Career Institutions/New England Association of Schools and Colleges
The Sanborn House, 15 High Street, Winchester, Massachusetts 10890, fax (617) 729-0924
Commission on Institutions of Higher Education/North Central Association of Colleges & Schools
159 North Dearborn Street, Chicago, Illinois 60601, fax (312) 263-7462
Commission on Colleges/Northwest Association of Schools and Colleges
3700-B University Way, N.E., Seattle, Washington 98105
Commission on Colleges or Commission on Occupational Education Institutions/Southern Association of Colleges and Schools
1866 Southern Lane, Decatur, Georgia 30033-4097, fax (404) 329-6598
Accrediting Commission for Community & Junior Colleges/Western Association of Schools and Colleges
P. O. Box 70, 9053 Soquel Drive, Aptos, California 95003, fax (408) 688-1841
Accrediting Commission for Senior Colleges & Universities Colleges/Western Association of Schools and Colleges
P. O. Box 9990, Mills College, Oakland, California 94613-0990, fax (415) 632-8361

United States Higher Education Institutions Operating in Japan
Council on Postsecondary Accreditation

As of October, 1990

Branch Campuses of U.S. Institutions

Japan Name and Address of U.S. Institution	Accredited Status as Reported by the Regional Institutional Accrediting Bodies
American University League - Japan Campus (Heidelberg College) Nisso 11 Building 2-3-4, Shin Yokohama Kohoku-ku, Yokohama City, Kanagawa Pref. 222 045-474-0707 U.S.: Heidelberg College, Tiffin, Ohio 44883	The North Central Association reports that Heidelberg College (Tiffin, Ohio) is currently at this address in Kanagawa Prefecture. (Prior to Heidelburg, Columbia College was at this address.) The program is included in the accreditation of Heidelburg College by the Commission on Institutions of Higher Education of the North Central Association.
Central Texas College 4-7-7, Kohagura, Naha City, Okinawa 900 0988-33-3613 U.S.: Central Texas College P. O. Box 1800, Killeen, TX 76540-9990 Tel: 817-526-1211	Branch is included in the accreditation of Central Texas College by the Commission on Colleges/Southern Association of Colleges & Schools
The City University of New York (Herbert H. Lehman College) 2-3-46, Midorii, Azaminami-ku Hiroshima City, Hiroshima Pref. 731-01 082-870-0070 U.S.: Herbert H. Lehman College Bedford Park Boulevard, West Bronx, NY 10468	The Commission on Higher Education of the Middle States Association reports that Herbert Lehman College of the City University of New York opened its branch campus April, 1990.
McKendree Exchange Student Center Daini Aktsuki Bldg. No. 60, Bashitacho, Shinjuku-ku 162 03-5273-0521 McKendree College, Japan 2-3-7, Eidai Koto-ku, Tokyo 13503-820-4781 U.S.: McKendree College, Lebanon, IL 62254	The branches are included in the accreditation of McKendree College by the Commission on Institutions of Higher Education of the North Central Association at the freshman year credit level.

Branch Campuses of U.S. Institutions, continued	
State University of New York, Japan Sullivan County Community College 819-2, Sanga-Kosugi-Machi Imizu-gun, Toyama Pref. 939-03 0766-55-3737 U.S.: Sullivan County Community College College Road, Loch Sheldrake, NY 12759	The Commission on Higher Education of the Middle States Association of Colleges and Schools reports that the program is included in the accredited scope of the Sullivan County Community College, and will be visited in the Spring, 1991.
Temple University Japan 1-16-7, Kamiochiai Shinjuku, Tokyo 161 03-367-4141 Temple University Japan, Osaka Kyowa Nakanoshima Bldg. 1-4-7, Nishi Tenma, Kita-ku Osaka city, Osaka 530 06-361-6667 U.S.: Temple University, Philadelphia, PA 19722	The Commission on Higher Education of the Middle States Association of Colleges and Schools reports that Temple University Japan (in Tokyo and Osaka) is included in the accredited scope of Temple University in Philadelphia. (Evaluated Spring, 1989)
Tokyo American Community College (Los Angeles City College) 1-53-1, Yoyogi, Skibuya-ku, Tokyo 151 03-375-2345 U.S.: Los Angeles Community College District 855 North Vermont Avenue, Los Angeles, CA 90029; Tel: 213-666-4298	Los Angeles City College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. A site visit to their Tokyo branch is scheduled to take place in 1991.
West Chester University of Japan 3-29, 1-chome, Nagahama Chuo-ku, Fukuoka City, Fukuoka Pref. 810 092-284-2773 U.S.: West Chester University, West Chester, PA 19383	This program is included in the accredited scope of West Chester University of Pennsylvania by the Commission on Institutions of Higher Education of the Middle States Association and will be visited in the Spring, 1991.
Southern Illinois University 439-1 Nagahashikami, Nakajo, Kitakanbara-gun, Niigata 959-26 0254-43-6202 U.S.: Southern Illinois University Carbondale, Illinois 62901	This two-year branch campus is included in the accreditation of Southern Illinois University by the Commission on Institutions of Higher Education of the North Central Association.

Branch Campuses of U.S. Institutions, continued	
Texas A & M University Texas A & M University in Koriyama Miyagino Bldg 2F 1-16, Asahi 2-chome Koriyama city, Fukushima Pref. 963 Tel.: 0249-39-5566 U.S.: Texas A & M University College Station, Texas 77843	This branch campus is included in the accreditation of Texas A & M by the Commission on Colleges of the Southern Association of Colleges and Schools and will be visited in 1991.
Phillips University Japan Kyobashi Campus 2-19-28, Shigino Nishi Joto-ku, Osaka City 536 06-969-8123 Uji Campus 1 Hanapaku Uji, Uji City Kyoto 611 U.S.: Phillips University Enid, Oklahoma 73701	This branch is included in the accreditation of Phillips University by the Commission on Institutions of Higher Education of the North Central Association.
University of Rio Grande Japan 1-13-15 Chidori Ota-ku, Tokyo 146 Tel.:03-5700-0656 Fax: 03-5700-0203 2-4-33 Tomeoka Miyagino-ku Sendai-Shi, Japan 980 Tel.: 022-257-5151 Fax: 022-257-5155 U.S.: University of Rio Grande Rio Grande, Ohio 45674	This program has been approved to offer one year, 36 hour freshman program by the Commission on Institutions of Higher Education of the North Central Association.
University System of Minnesota 193-2 Okutsubakidai, Yuuwamachi, Akita Pref. (010-12) Tel.: 0188-86-3000, Fax: 0188-86-3400 U.S.: St. Cloud State University St. Cloud, Minnesota 56301	Opened in Akita Prefecture, May 1990 with the prior approval of the Commission on Institutions of Higher Education of the North Central Association. It should be noted that because the University System of Minnesota is not an accreditable entity, the St. Cloud State University will appear on listings as the accreditable entity.

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Branch Campuses of U.S. Institutions, continued	
Kameoka Urban Cultural Development, Ltd. (KUD) Oklahoma State University (OSU) Kyoto OSU-Kyoto Office: 19-1 Tanisuji Oiwake-cho Kameoka, Kyoto 621 Tel: 07712-2-7751, 4-6180 KUD Office: 1-2 Nakahata Yasu-machi Kameoka, Kyoto 621 Tel: 07712-2--7750 U.S.: Oklahoma State University 107 Whitehurst, Stillwater, Oklahoma 74078-0999	Oklahoma State University is accredited by the Commission on Institutions of Higher Education of the North Central Association which has given permission to the University to conduct a language program at the home campus in Stillwater, Oklahoma, followed by a non-degree, credit-generating two-year general education transcript program at the Kyoto site.
Concordia College Japan Kubo Building 7F 2-9, Yoyogi, Shibuya-ku, Tokyo 151 03-320-4491 U.S.: Concordia College 2811, NE Holmon Street, Portland, OR 97211	As of June, 1990, the Commission on Colleges of the Northwest Association included in the accredited scope of Concordia College a BA degree program in business and management during the second year and an English as a Second Langauge and some general education coursework in the first year (the BA degree to be completed after at least 2 additional years at the campus inthe U.S.) A site evaluation visit is scheduled for Spring, 1992.

Language Programs

Japan Name and Address of U.S. Institution	Accredited Status as Reported by the Regional Institutional Accrediting Bodies
Arizona State University ALCP Japan Study Center (ALCP-Amer Language & Culture Prog) Office: 6-1-12, Owada-cho, Hachioji City, Tokyo 192, 0426-46-5011 Campus: Saotome Bldg, 4F, 2-37-8, Sendagaya, Shibuya-ku, Tokyo, 03-470-0711 U.S.: Arizona State University Tempe, AZ 85287-0705	Arizona State University is accredited by the Commission on Institutions of Higher Education of the North Central Association. Language programs do not carry college credit but are considered a par of the overall academic program of the accredited university.
International Cultural Association of Japan Co., Ltd. (California State University Northridge Japan) 30-9, Sakuragaoka-machi Shibuya-ku, Tokyo 150 03-46304633 U.S.: California State University 18111 Nordhoff Street, Northridge, CA 91330	The Accrediting Commission for Senior Colleges ar Universities of the Western Association reports tha California State University, Northridge is offering language courses through this school. California State University, Northridge is accredited. Langua programs do not carry college credit but are considered a part of the overall program of the accredited community.
Edmonds Community College - Japan Campus Sunshine Shin Nagata 27 4-3-5, Ohashimachi, Nagata-ku Kobe City, Hyogo Pref. 653 078-631-0860 U.S.: Edmonds Community College 200 68th Avenue, West Lynnwood, WA 98036	Edmonds Community College is accredited by the Commission on Colleges of the Northwest Association. Langua[illegible]rams do not carry co[illegible]ege credit but are [illegible]ered a part of the over academic program of the accredited university.
Mount Hood Community College in Kurashiki Naikai Daiichi Bldg. 37 1-100, Kojimaekimae Kurashiki City, Okayama Pre. 711 0864-72-7770 U.S.: Mount Hood Community College 26000 SE Start Street, Gresham, OR 97030	Mount Hood Community College is accredited by t Commission on Colleges of the Northwest Association. Language programs do not carry college credit.

anguage Programs, continued

United States International University Tokyo Campus Taisei Bldg 1F 1-3-4, Osaki, Shinagawa-ky, Tokyo 141 03-491-3601 Osaka Campus 1-5-5, Noda-cho Kishiwada City, Osaka 596 U.S.: United States International University 10455 Pomerado Road, San Diego, CA 92131	The Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges reports that the United States International University in San Diego, California, is on "show-cause", a situation so serious that the institution must show the accrediting body why it should not lose its accreditation. A decision will be announced by the accrediting body March, 1991. The programs in Japan are non-credit language programs.
The University of Nevada, Reno International Division Japan Izumi-Hamamatsu-cho Bldg 7F 1-2-3, Hamamtsu, cho, Minato-ku, Tokyo 105 03-459-5551 U.S: University of Nevada-Reno, Reno, Nevada 98557	The University of Nevada/Reno is accredited by the Commission on Colleges of the Northwest Association. Language programs do not carry college credit but are considered a part of the overall academic program of the accredited university.
University of Pittsburgh Japan English Language Institute Japan Program 2-6-12, Fujimi, Chiyoda-ku, Tokyo 03-238-0531 U.S.: University of Pittsburgh, Pittsburgh, PA 15260	The University of Pittsburgh is accredited by the Commission on Institutions of Higher Education of the Middle States Association. Language programs do not carry college credit but are a part of the overall academic program of the accredited university.
Green River College at Kanuma 1200 Tamada-Machi Kanuma City Tochigi Prefecture 0289 (64) 2411 U.S.: Green River Community College 12401 Southeast 300 20th St Auburn, WA 98002 (206) 833-9111	Green River Community College is accredited by the Commission on Colleges of the Northwest Association. Language programs do not carry college credit but are part of the overall academic program of the accredited college.
University of West Florida - Kobe Tel.: (078) 361-7681 Fax: (078) 361-6305 U.S.: 11000 University Parkway Pensacola, FL 32514-5750 Tel.: 1-904-474-2930	University of West Florida is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. Language programs do not carry college credit but are part of the overall academic program of the accredited university.

Language Programs, continued	
City University Japan 9-Jodori 7-Chome M1G1 3-GO Asahikawa Hokkaido Fax: 011-81-166241718 U.S.: City University 16661 Northrup Avenue Bellevue, WA 98008	The Commission on Colleges of the Northwest Association reports that City University intends to apply for a "substantive change" in its accrediting scope to include the program in Hokkaido. If the University applies this Fall, action can be taken by the Northwest Commission in December, 1990.

Free-Standing Programs

Japan Name and Address of U.S. Institution	Accredited Status as Reported by the Regional Institutional Accrediting Bodies
Boston University Graduate School of Management at Sanyo Sanyo Electric Sanyo Education Training Center 21-1 chome, Aoyama-dai, Tarumi-ku Kobe City, Hyogo Pref. 665 078-753-1181 U.S.: Boston University Graduate School of Management 685 Commonwealth Ave., Boston, MA 02215	Boston University is accredited by the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges. The program at Sanyo included in the overall academic program of the accredited university.
Teachers College Columbia University MA Program Simul Academy Kowa Bldg., No. 9, 1-8-10, Akasaka Minato-ku, Tokyo 107 03-582-9841 U.S.: Columbia University Teachers College Columbia University MA Program New York, NY 10027	This program is included in the accreditation of Teachers College of Columbia University by the Commission on Higher Education of the Middle States Association of Colleges and Schools.
Graduate School of International Management International University of Japan U.S.: Amos Tuck School of Business Dartmouth College Hanover, New Hampshire 03755	This program is included in the accreditation of Dartmouth College by the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges.

U.S. Institutions Planning Future Activities in Japan

Japan Name and Address of U.S. Institution	Accredited Status as Reported by the Regional Institutional Accrediting Bodies
University of Maryland's Graduate School in Kanagawa c/o Kokusai Business Institute Japan Program 2-6-12, Fujimi, Chiyoda-ku, Tokyo 102 03-238-0531 This University provides special classes for some Japanese companies. U.S.: University of Maryland University College University Blvd at Adelphi Road, College Park MD 20742	
Troy State University U.S.: University Avenue Troy, AL 36082	
Mississippi State University U.S.: Mississippi State University P. O. Drawer P Mississippi State, Mississippi 39762	
University of Texas U.S.: University of Texas at Austin Austin, Texas 78702	
Fashion Institute of Technology Rukku Island U.S.: Fashion Institute of Technology 227 W. 27th Street, New York, New York 10001	

U.S. Institutions Planning Future Activities in Japan	
Foothill College Osaka YMCA College Osaka, Japan U.S.: Foothill College 12345 El Monte Road Los Altos Hills, California 94022	

Other

Japan Name and Address of U.S. Institution	Accredited Status as Reported by the Regional Institutional Accrediting Bodies
Tokyo International College (Washington, D.C. Incorporation) 2-2-10 Sarygaku-Cho Chiyoda-ky Tokyo 101 03-295-8961	There are two Tokyo International Colleges in Japan, this one an American institution, incorporated in Washington, D.C. with transfer agreements with U.S institutions, Eureka College and Seattle Pacific University. Because Tokyo International College is established only in Japan, it cannot apply for accreditation by any U.S. regional institutional accrediting body until licensure is granted in the U.S It is understood that the application for such licensure is in progress. (It should be noted that this statement in no way speaks to the College's level of educational quality.) Note that the second Tokyo International College is a Japanese junior college incorporated in Tokyo.

The Standard Bearer

edited by Marianne Phinney
University of Texas at El Paso

Florida's Consent Decree: Implications for Certification and Inservice Teacher Preparation

by Anne E. Campbell
University of Florida

On August 15, 1990, a Consent Decree was filed in the US District Court in Miami. Although few papers in Florida carried the story, the Consent Decree, filed on behalf of language minority students in the State, will have far-reaching implications for inservice and certification standards. The implications are both positive and negative, and it will take years before the impact will be understood.

The Consent Decree was filed to ensure limited English proficient (LEP) students their rights to equal access to educational programs and services. Six areas were addressed: identification and assessment of LEP students, equal access to appropriate programming, equal access to appropriate categorical and other programs for LEP students, outcome measures for assessing the fulfillment of federal and state law regarding LEP students and personnel certification and inservice program monitoring issues.

Florida has had an ESOL endorsement since 1981. Currently, five courses are required for the endorsement: Methods of Teaching ESOL, ESOL Curriculum and Materials Development, Cross-cultural Communication and Understanding, Applied Linguistics, and Testing and Evaluation of ESOL. Two additional qualifications include a score of 220 or higher on the Test of Spoken English (TSE) and certification in an appropriate area. For example, secondary ESOL teachers must be certified in the content area. These requirements did not change with the Consent Decree.

For the first time in the history of the state, however, full coverage certification will now be available in Florida. The standards for full certification have not yet been developed by the State Department or adopted as a rule by the State Board but are anticipated this fall.

In addition to the full coverage, a "grandfathering" plan was also developed. Under this plan, a teacher must have had "two (2) years of experience in teaching English to LEP students prior to the 1990-91 school year," and must have "had the appropriate coverage and used ESOL strategies" (DOE, 1990), or meet the requirements outlined above.

Several concerns have been voiced within the profession with regard to the grandfathering clause. Since the Consent Decree was filed due to failure to provide appropriate services for LEP students, it is possible that teachers who were not adequately prepared and who were not successful teaching LEP students will be grandfathered in because they taught LEP students for two years.

Second, it is assumed that because a teacher taught in an ESOL program they used appropriate strategies. This may not always be the case. Temporarily staffing the ESOL program with surplus teachers is practiced in some counties. Teachers with no preparation to teach ESOL but who have survived two years in the ESOL program will now be eligible for ESOL endorsement.

Third, there are no standards for administrators of ESOL programs in the state. In some instances, people with no knowledge of ESOL strategies and no ESOL teaching experience will be certifying that teachers eligible for grandfathering did in fact use ESOL strategies.

Finally, there is no indication in the Consent Decree or in the most recent DOE (1990) documents that those who are grandfathered in will be required to pass the TSE. The concern is that teachers who are not fluent speakers of English will be certified to teach ESOL.

The most comprehensive changes are those at the inservice level. All teachers who are grandfathered in will be required to take 60 hours of inservice training or one of the required ESOL endorsement courses, excluding linguistics, by "the first renewal of the Professional certificate after July 1, 1990" (DOE, 1990). Teachers who began teaching in ESOL programs with the 1990-91 school year, who do not have the ESOL endorsement, and who are not eligible for grandfathering must complete 60 hours of inservice credit or one three (3) hour course by September 15 of the following year.

For the first time, requirements for teaching content area subjects to LEP students have been established. Four basic subject areas were identified: computer literacy, mathematics, social studies, and science. Teaching the basic subjects can be done two ways - using ESOL strategies or using the student's home language.

If the district decides to teach basic subject areas using ESOL strategies, three options are available to qualify teachers:

1) Subject certification (6-12) plus 60 hours of inservice or 3 semester hours in ESOL strategies;
2) Subject certification plus the ESOL endorsement; or
3) Subject plus full ESOL coverage.

Teachers of all other subjects, such as Physical Education, Art, and Music, will be required to complete "18 hours of ESOL inservice points earned during three full planning days or an option approved by the Department of Education or 3 semester hours. If a person had been teaching a subject to LEP students using ESOL strategies prior to the 1990 school year, the inservice or 3 semester hours must be completed by the first renewal after July 1, 1990" (DOE, 1990).

Two interpretations of the subject area requirements are currently being discussed. One is that only teachers in academic ESOL courses will be required to take the inservice or coursework. The other is that any teacher with LEP students in their classes will be required to take the ESOL inservice or coursework.

The second interpretation will mean that all teachers with LEP students in their class will be required to have ESOL training. The inservice implications of this are extensive. Some counties have over 1,000 teachers with LEP students in their classes. Providing inservice to these teachers will be a strategic feat. Two questions arise: who will provide the inservice training and who will provide the money to pay for the training? Districts are waiting for clarification.

The Consent Decree has done much to ensure access to equitable educational programs for LEP students. However, it has raised many issues and concerns regarding ESOL certification and inservice training standards. The questions will only be answered as teachers, administrators, university faculty, and the state DOE work to implement the requirements mandated under the Consent Decree.

The answers will have far-reaching implications for the profession.

References

Florida Department of Education. 1990. Excerpt from ESOL presentation at September Regional Workshop: ESOL Requirements, Manatee County, FL.

Office Memorandum • GEORGETOWN UNIVERSITY

TO: Dr. James Alatis DATE: November 21, 1977

FROM: Dr. R. Ross Macdonald R.R.M.

SUBJECT: Optimum Class Size

This is the final report of the Committee on Optimum Class Size.

The Committee has recommended, for different types of class, a minimum, an optimum and a maximum number of students; these numbers are given in Appendix I in that order, and without further elucidation.

There was a clear sense in both the members of the Committee and in the Faculty comments that a rigid interpretation of these figures is not practicable, and that it may prove advisable on occasion either to have a class which is smaller than the minimum or a class which is larger than the maximum. Apart from this, the Committee recommends that courses which habitually fail to meet the minimum requirement should be phased out according to the pattern outlined in Appendix II; that courses which consistently exceed the maximum are to be divided into more sections; the maximum number has always been set to be at least twice the minimum number.

Appendix I

Undergraduate Courses	LANGUAGES Commonly Taught	Less Commonly Taught	EFL
Beginning Intensive	10-15-18	8-8-12 or 16	6-8-12
Intermediate Intensive	10-15-18	6-8-12	10-12-15
Advanced Intensive	10-15-18	6-8-12	10-15-20
Literature and Style	10-15-20		10-15-18
Survey of Literature	10-15-20		
Culture	8-15-20	5-15-20	10-18-20
Other Literature Courses	8-12-18		
College and SFS (all levels)	10-13-20		
Graduate Courses			
Graduate Courses Open to Undergraduates	10-20-30	7-15-20	
Graduate Courses for Graduate Students Only	5-15-25	3-5-7	
Graduate Seminars	3-5-7	3-5-7	

INTERPRETATION AND TRANSLATION

The courses in interpretation and translation have characteristics which make them rather different from other courses offered at the University. In particular, there is a continuing problem as to the degree of homogeneity in preparation and background among the students of each course. An insistence on greater homogeneity would result in the admission of fewer students, and, consequently, less income. An acceptance of the maximum number of students will result in less homogeneous, and therefore, if they are to be effective, smaller classes.

Homogeneous Classes	8-12-15
Present System	3-5-8

LINGUISTICS

Undergraduate Courses

Introduction to Language	30-40-60
Other Courses	10-20-30

Graduate Courses

Required Courses	10-25-50
General Introductory Courses and Graduate Courses Open to Undergraduates	10-25-40
Graduate Courses for Graduate Students Only	5-20-25
Graduate Seminars, Courses in Field Methods, and Phonology with Laboratory Work	3-5-7

Appendix II

If a course regularly has fewer than the minimum number of students, it should be offered at some other, more propitious time.

If a class regularly has fewer students than the minimum even after a time change, either it will be dropped from the list of courses or it will be reclassified as a seminar. In order to avoid a situation where all under-subscribed courses become seminars, there will be a strict limit on the number of seminars which can be offered in any one department in any one semester; if there is need for more seminars overall than can be given in the two semesters of the academic year, then the seminars will be given on a rotating basis in successive years.

Courses which are announced as required courses must be offered sufficiently frequently that students have the opportunity to take them without unduly prolonging the period of their graduate studies; on the other hand, a required course which continues not to reach the minimum size will be stringently reviewed, and its formula altered so that there is at least a minimum number of students.

In certain cases, particularly in the Division of English as a Foreign Language, considerations of size of class must be correlated with considerations of size of room; there are a number of classrooms, particularly in the Nevils Building, which are of such a size, or so furnished, that larger classes are plainly not practical.

Some classes are difficult to measure, particularly those language classes which operate on the analyst-and-informant principle. The sessions conducted by the analyst include the entire class, because the material is given out in the form of lectures, from which all of the students can benefit simultaneously. The work with the informants is a matter of drilling, and of the acquisition of proficiency in the language, and here divisions of the class must be kept minimal in order that each student will have ample opportunity to interact with the teacher in the language he is learning. Such a class can profitably be larger than the maximum in its lecture phase, but must be close to the minimum in its drill phase. Partticular methodologies of instruction, such as PSI, make it difficult to apply strict regulations to these classes also.

Another extremely important variable is subject matter. It seems inadvisable for a linguistics department to offer no courses in historical linguistics. On the other hand, the courses in historical linguistics will sometimes exceed, and sometimes fail to achieve the minimums cited here. For this reason, it might well be appropriate to modify the classification of such courses, or to schedule them less frequently.

ACTFL Proficiency Guidelines 1986

The 1986 proficiency guidelines represent a hierarchy of global characterizations of integrated performance in speaking, listening, reading, and writing. Each description is a representative, not an exhaustive, sample of a particular range of ability, and each level subsumes all previous levels, moving from simple to complex in an "all-before-and-more" fashion.

Because these guidelines identify stages of proficiency, as opposed to achievement, they are not intended to measure what an individual has achieved through specific classroom instruction but rather to allow assessment of what an individual can and cannot do, regardless of where, when, or how the language has been learned or acquired; thus, the words *learned* and *acquired* are used in the broadest sense. These guidelines are not based on a particular linguistic theory or pedagogical method, since the guidelines are proficiency-based, as opposed to achievement-based, and are intended to be used for global assessment.

The 1986 guidelines should not be considered the definitive version, since the construction and utilization of language proficiency guidelines is a dynamic, interactive process. The academic sector, like the government sector, will continue to refine and update the criteria periodically to reflect the needs of the users and the advances of the profession. In this vein, ACTFL owes a continuing debt to the creators of the 1982 provisional proficiency guidelines and, of course, to the members of the Interagency Language Roundtable Testing Committee, the creators of the government's Language Skill Level Descriptions.

ACTFL would like to thank the following individuals for their contributions on this current guidelines project:

Heidi Byrnes
James Child
Nina Levinson
Pardee Lowe, Jr.
Seiichi Makino
Irene Thompson
A. Ronald Walton

These proficiency guidelines are the product of grants from the U.S. Department of Education.

Generic Descriptions–Speaking

Novice	The Novice level is characterized by an ability to communicate minimally with learned material.
Novice-Low	Oral production consists of isolated words and perhaps a few high frequency phrases. Essentially no functional communicativ ability.

Defining and Developing Proficiency

Novice-Mid	Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quantity is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.
Novice-High	Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity, although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.
Intermediate	The intermediate level is characterized by an ability to —create with the language by combining and recombining learned elements, though primarily in a reactive mode; —initiate, minimally sustain, and close in a simple way basic communicative tasks; and —ask and answer questions.
Intermediate-Low	Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements, and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.
Intermediate-Mid	Able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure-time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.
Intermediate-High	Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conver-

sation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speaking at this level, but repetition may still be required.

Advanced

The Advanced level is characterized by an ability to
—converse in a clearly participatory fashion;
—initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events;
—satisfy the requirements of school and work situations; and
—narrate and describe with paragraph-length connected discourse.

Advanced

Able to satisfy the requirements of everyday situations and routine school and work requirements. Can handle with confidence but not with facility complicated tasks and social situations, such as elaborating, complaining, and apologizing. Can narrate and describe with some details, linking sentences together smoothly. Can communicate facts and talk casually about topics of current public and personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such as pause fillers, stalling devices, and different rates of speech. Circumlocution which arises from vocabulary or syntactic limitations very often is quite successful, though some groping for words may still be evident. The Advanced-level speaker can be understood without difficulty by native interlocutors.

Advanced-Plus

Able to satisfy the requirements of a broad variety of everyday, school, and work situations. Can discuss concrete topics relating to particular interests and special fields of competence. There is emerging evidence of ability to support opinions, explain in detail, and hypothesize. The Advanced-Plus speaker often shows a well-developed ability to compensate for an imperfect grasp of some forms with confident use of communicative strategies, such as paraphrasing and circumlocution. Differentiated vocabulary and intonation are effectively used to communicate fine shades of meaning. The Advanced-Plus speaker often shows remarkable fluency and ease of speech, but under the demands of Superior-level, complex tasks, language may break down or prove inadequate.

Superior

The Superior level is characterized by an ability to
—participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics; and
—support opinions and hypothesize using native-like discourse strategies.

Superior

Able to speak the language with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics. Can discuss special fields of competence and interest with ease. Can support opinions and hypothesize, but may not be able to tailor language to audience or discuss in

depth highly abstract or unfamiliar topics. Usually the Superior-level speaker is only partially familiar with regional or other dialectical variants. The Superior-level speaker commands a wide variety of interactive strategies and shows good awareness of discourse strategies. The latter involves the ability to distinguish main ideas from supporting information through syntactic, lexical, and suprasegmental features (pitch, stress, intonation). Sporadic errors may occur, particularly in low-frequency structures and some complex high-frequency structures more common to formal writing, but no patterns of error are evident. Errors do not disturb the native speaker or interfere with communication.

Generic Descriptions–Listening

These guidelines assume that all listening tasks take place in an authentic environment at a normal rate of speech using standard or near-standard norms.

Novice The Novice level is characterized by an ability to recognize learned material and isolated words and phrases when strongly supported by context.

Novice-Low Understanding is limited to occasional isolated words, such as cognates, borrowed words, and high-frequency social conventions. Essentially no ability to comprehend even short utterances.

Novice-Mid Able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases from simple questions, statements, high-frequency commands, and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or a slower rate of speech.

Novice-High Able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands, and courtesy formulae. May require repetition, rephrasing and/or a slowed rate of speech for comprehension.

Intermediate The Intermediate level is characterized by an ability to understand main ideas and some facts from interactive exchanges and simple connected aural texts.

Intermediate-Low Able to understand sentence-length utterances which consist of recombinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions, and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

Intermediate-Mid Able to understand sentence-length utterances which consist of

recombinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions, and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.

Intermediate-High — Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced-level listener, comprehension is less in quantity and poorer in quality.

Advanced — The Advanced level is characterized by an ability to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation, including some topics where comprehension is complicated due to an unexpected sequence of events.

Advanced — Able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extralinguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames or aspects, such as present, nonpast, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text.

Advanced-Plus — Able to understand the main ideas of most speech in a standard dialect; however, the listener may not be able to sustain comprehension in extended discourse which is propositionally and linguistically complex. Listener shows an emerging awareness of culturally implied meanings beyond the surface meanings of the text but may fail to grasp sociocultural nuances of the message.

Superior — The Superior level is characterized by an ability to understand concrete and abstract topics in extended discourse offered by speakers using native-like discourse strategies.

Superior — Able to understand the main ideas of all speech in a standard dialect, including technical discussion in a field of specialization. Can follow the essentials of extended discourse which is propositionally and linguistically complex, as in academic/professional settings, in lectures speeches, and reports. Listener shows some appreciation of aesthetic norms of target language, of idioms, colloquialisms, and register shifting. Able to make inferences within the cultural framework of the target language. Understanding is aided by an awareness of the underlying organizational structure of the oral text and includes sensitivity to its social and cultural references and its affective overtones. Rarely

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misunderstands but may not understand excessively rapid, highly colloquial speech or speech that has strong cultural references.

Distinguished — The Distinguished level is characterized by an ability to understand accurately most linguistic styles and forms from within the cultural framework of the language.

Distinguished — Able to understand all forms and styles of speech pertinent to personal, social, and professional needs tailored to different audiences. Shows strong sensitivity to social and cultural references and aesthetic norms by processing language from within the cultural framework. Texts include theater plays, screen productions, editorials, symposia, academic debates, public policy statements, literary readings, and most jokes and puns. May have difficulty with some dialects and slang.

Generic Descriptions–Reading

These guidelines assume all reading texts to be authentic and legible.

Novice — The Novice level is characterized by an ability to
—identify isolated words and phrases when strongly supported by context; and
—identify learned material.

Novice-Low — Able occasionally to identify isolated words and/or major phrases when strongly supported by context.

Novice-Mid — Able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.

Novice-High — Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes standardized messages, phrases, or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, the Novice-High-level reader may be able to derive meaning from material at a slightly higher level where context and/or extralinguistic background knowledge are supportive.

Intermediate — The Intermediate level is characterized by an ability to understand main ideas and some facts from simple connected texts.

Intermediate-Low — Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes or information for the widest possible audience, such as public announce-

ments and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

Intermediate-Mid — Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.

Intermediate-High — Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.

Advanced — The Advanced level is characterized by
—an ability to read with consistent understanding prose several paragraphs in length, dealing primarily with factual information and intended for the general reader; and
—in areas of special interest or knowledge, an increasing ability to understand parts of texts which are propositionally and linguistically complex.

Advanced — Able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is predominantly in familiar sentence patterns. Reader gets the main ideas and facts and misses some details. Comprehension derives not only from situational and subject-matter knowledge but also from increasing control of the language. Texts at this level include descriptions and narrations such as simple short stories, news items, bibliographical information, social notices, personal correspondence, routinized business letters, and simple technical material written for the general reader.

Advanced-Plus — Able to follow essential points of written discourse at the Superior level in areas of special interest or knowledge. Able to understand parts of texts which are conceptually abstract and linguistically complex, and/or texts which treat unfamiliar topics and situations, as well as some texts which involve aspects of target-language culture. Able to comprehend the facts to make appropriate inferences. An emerging awareness of the aesthetic properties of language and of its literary styles permits comprehension of a wider variety of texts, including literary. Misunderstandings may occur.

Superior — The Superior level is characterized by an ability to read, for information or for pleasure with almost complete comprehension and at normal speed, a wide variety of texts on a wide variety of topics.

Superior	Able to read with almost complete comprehension and at normal speed expository prose on unfamiliar subjects and a variety of literary texts. Reading ability is not dependent on subject-matter knowledge, although the reader is not expected to comprehend thoroughly texts which are highly dependent on knowledge of the target culture. Reads easily for pleasure. Superior-level texts feature hypotheses, argumentation, and supported opinions and include grammatical patterns and vocabulary ordinarily encountered in academic/professional reading. At this level, due to the control of general vocabulary and structure, the reader is almost always able to match the meanings derived from extralinguistic knowledge with meanings derived from knowledge of the language, allowing for smooth and efficient reading of diverse texts. Occasional misunderstandings may still occur; for example, the reader may experience some difficulty with unusually complex structures and low-frequency idioms. At the Superior level the reader can match strategies, top-down or bottom-up, which are most appropriate to the text. (Top-down strategies rely on real-world knowledge and prediction based on genre and organizational scheme of the text. Bottom-up strategies rely on actual linguistic knowledge.) Material at this level will include a variety of literary texts, editorials, correspondence, general reports, and technical material in professional fields. Rereading is rarely necessary, and misreading is rare.
Distinguished	The Distinguished level is characterized by an ability to read fluently and accurately most styles and forms of the language with comprehension that is achieved from within the cultural framework of the language and that includes appreciation of nuance and subtlety.
Distinguished	Able to read fluently and accurately most styles and forms of the language pertinent to academic and professional needs. Able to relate inferences in the text to real-world knowledge and understand almost all sociolinguistic and cultural references by processing language from within the cultural framework. Able to understand a writer's use of nuance and subtlety. Can readily follow unpredictable turns of thought and author intent in such materials as sophisticated editorials, specialized journal articles, and literary texts such as novels, plays, poems, as well as in any subject-matter area directed to the general reader.

Generic Descriptions–Writing

Novice	The Novice level is characterized by an ability to produce isolated words and phrases.
Novice-Low	Able to form some letters in an alphabetic system. In languages whose writing systems use syllabaries or characters, writer is able to both copy and produce the basic strokes. Can produce romanization of isolated characters, where applicable.
Novice-Mid	Able to copy or transcribe familiar words or phrases and reproduce some from memory. No practical communicative writing skills.
Novice-High	Able to write simple fixed expressions and limited memorized material and some recombinations thereof. Can supply information on sim-

ple forms and documents. Can write names, numbers, dates, own nationality, and other simple autobiographical information, as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic system or 50–100 characters or compounds in a character writing system. Spelling and representation of symbols (letters, syllables, characters) may be partially correct.

Intermediate — The Intermediate level is characterized by an ability to meet practical writing needs by communicating simple facts and ideas in a loose collection of sentences.

Intermediate-Low — Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary and structures into simple sentences on very familiar topics. Language is inadequate to express in writing anything but elementary needs. Frequent errors in grammar, vocabulary, punctuation, spelling, and in formation of nonalphabetic symbols, but writing can be understood by natives used to the writing of nonnatives.

Intermediate-Mid — Able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time or at least one other time frame or aspect consistently, e.g., nonpast, habitual, imperfective. Evidence of control of the syntax of noncomplex sentences and basic inflectional morphology, such as declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing of nonnatives.

Intermediate-High — Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements, such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of nonnatives.

Advanced — The Advanced level is characterized by an ability to write narratives and descriptions of a factual nature of at least several paragraphs in length on familiar topics.

Advanced — Able to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. Can write simple social correspondence, take notes, write cohesive summaries and resumes, as well as narratives and descriptions of a factual nature. Has sufficient writing vocabulary to express self simply with some circumlocution. May still make errors in punctuation, spelling, or the formation of nonalphabetic symbols. Good control of the

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	morphology and the most frequently used syntactic structures, e.g., common word order patterns, coordination, subordination, but makes frequent errors in producing complex sentences. Uses a limited number of cohesive devices, such as pronouns, accurately. Writing may resemble literal translations from the native language, but a sense of organization (rhetorical structure) is emerging. Writing is understandable to natives not used to the writing of nonnatives.
Advanced-Plus	Able to write about a variety of topics with significant precision and in detail. Can write most social and informal business correspondence. Can describe and narrate personal experiences fully but has difficulty supporting points of view in written discourse. Can write about the concrete aspects of topics relating to particular interests and special fields of competence. Often shows remarkable fluency and ease of expression, but under time constraints and pressure writing may be inaccurate. Generally strong in either grammar or vocabulary, but not in both. Weakness and unevenness in one of the foregoing or in spelling or character writing formation may result in occasional miscommunication. Some misuse of vocabulary may still be evident. Style may still be obviously foreign.
Superior	The Superior level is characterized by an ability to write formally and informally on practical, social, and professional topics.
Superior	Able to express self effectively in most formal and informal writing on practical, social, and professional topics. Can write most types of correspondence, such as memos as well as social and business letters, and short research papers and statements of position in areas of special interest or in special fields. Good control of a full range of structures, spelling or nonalphabetic symbol production, and a wide general vocabulary allow the writer to hypothesize and present arguments or points of view accurately and effectively. An underlying organization, such as chronological ordering, logical ordering, cause and effect, comparison, and thematic development is strongly evident, although not thoroughly executed and/or not totally reflecting target-language patterns. Although sensitive to differences in formal and informal style, still may not tailor writing precisely to a variety of purposes and/or readers. Errors in writing rarely disturb natives or cause miscommunication.

INTERAGENCY LANGUAGE ROUNDTABLE
LANGUAGE SKILL LEVEL DESCRIPTIONS
SPEAKING

Preface

The following descriptions of proficiency levels 0.1, 2, 3, 4, and 5 characterize spoken-language use. Each higher level implies control of the previous levels' functions and accuracy. The designation 0+, 1+, 2+, etc. will be assigned when proficiency substantially exceeds one skill level and does not fully meet the criteria for the next level. The "plus-level" descriptions, therefore, are subsidiary to the "base-level" descriptions.

A skill level is assigned to a person through an authorized language examination. Examiners assign a level on a variety of performance criteria exemplified in the descriptive statements. Therefore, the examples given her illustrate, but do not exhaustively describe, either the skills a person may possess or situation in which he/she may function effectively.

Statements describing accuracy refer to typical stages in the development of competence in the most commonly taught languages in formal training programs. In other languages, emerging competence parallels these characterizations, but often with different details.

Unless otherwise specified, the term "native speaker" refers to native speakers of a standard dialect.

"Well-educated," in the context of these proficiency descriptions, does not necessarily imply formal higher education. However, in cultures where formal higher education is common, the language-use abilities of persons who have had such education is considered the standard. That is, such a person meets contemporary expectations for the formal, careful style of the language, as well as a range of less formal varieties of the language.

These descriptions may be further specified by individual agencies to characterize those aspects of language-use performance which are of insufficient generally to be included here.

S-0 NO PROFICIENCY

Unable to function in the spoken language. Oral production is limited to occasional isolated words. Has essentially no communicative ability.

S-0+ MEMORIZED PROFICIENCY

Able to satisfy immediate needs using rehearsed utterances. Shows little real autonomy of expression, flexibility, or spontaneity. Can ask questions or make statements, with reasonable accuracy only with memorized utterances or formulae. Attempts at creating speech are usually unsuccessful.

Examples: The S-0+'s vocabulary is usually limited to areas of immediate survival needs. Most utterances are telegraphic; that is, functors (linking words, markers, and the like) are omitted, confused, or distorted. An S-0+ can usually differentiate most significant sounds when produced in isolation, but, when combined in words or groups of words, errors may be frequent. Even with repetition, communication is severely limited even with persons used to dealing with foreigners. Stress, intonation, tone, etc. are usually quite faulty.

S-1 ELEMENTARY PROFICIENCY
(Base Level)

Able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics. A native speaker must often use slowed speech, repetition, paraphrase, or a combination of these to be understood by an S-1. Similarly, the native speaker must strain and employ real-world knowledge to understand even simple statements/questions from the S-1 speaker has a functional, but limited proficiency. Misunderstanding are frequent, but the S-1 is able to ask for help and to verify comprehension of native speech in face-to-face interaction. The

S-1 is unable to produce continuous discourse except with rehearsed material.

Examples. Structural accuracy is likely to be random or severely limited. Time concepts are vague. Vocabulary is inaccurate, and its range is very narrow. The S-1 often speaks with great difficulty. By repeating, such speakers can make themselves understood to native speakers who are in regular contact with foreigners but there is little precision in the information conveyed. Needs, experience, or training may vary greatly from individual to individual; for example, S-1s may have encountered quite different vocabulary areas. However, the S-1 can typically satisfy predictable, simple, personal and accommodation needs; can generally meet courtesy, introduction, and identification requirements; exchange greetings; elicit and provide, for example, predictable and skeletal biographical information. And S-1 might give information about business hours, explain routing procedures in a limited way, and state in a simple manner what actions will be taken. The S-1 is able to formulate some questions even in languages with complicated question constructions. Almost every utterance may be characterized by structural errors and errors in basic grammatical relations. Vocabulary is extremely limited and characteristically does not include modifiers. Pronunciation, stress, and intonation are generally poor, often heavily influenced by another language. Use of structure and vocabulary is highly imprecise.

S-1 + ELEMENTARY PROFICIENCY (Higher Level)

Can initiate and maintain predictable face-to-face conversations and satisfy limited social demands. The S-1 + may, however, have little understanding of the social conventions of conversation. The interlocutor is generally required to strain and employ real-world knowledge to understand even some simple speech. An S-1 + may hesitate an may have to change subjects due to lack of language resources. Range and control of the language are limited. Speech largely consists of a series of short, discrete utterances.

Examples: An S-1 + is able to satisfy most travel and accommodation needs and a limited range of social demands beyond exchanges of skeletal biographic information. Speaking ability may extend beyond immediate survival needs. Accuracy in basic grammatical relations is evident, although not consistent. May exhibit the commoner forms of verb tenses, for example, but may make frequent errors in formation and selection. While some structures are established, errors occur in more complex patterns. The S-1 + typically cannot sustain coherent structures in longer utterances or unfamiliar situations. Ability to describe and give precise information is limited. Person, space, and time references are often used incorrectly. Pronunciation is understandable to natives used to dealing with foreigners. Can combine most significant sounds with reasonable comprehensibility, but has difficulty in producing certain sounds in certain positions or in certain combinations. Speech will usually be labored. Frequently has a repeat utterances to be understood by the general public.

S-2 LIMITED WORKING PROFICIENCY (Base Level)

Able to satisfy routine social demands and limited work requirements. Can handle routine work-related interactions that are limited in scope. In more complex and sophisticated work-related tasks, language usage generally disturbs the native speaker. Can handle with confidence, but not with facility, most normal, high-frequency social conversational situations including extensive, but casual conversations about current events, as well as work, family, and autobiographical information. The S-2 can get the gist of most everyday conversations but has some difficulty understanding native speakers in situations that require specialized or sophisticated knowledge. The S-2's utterances are minimally cohesive. Linguistic structure is usually not very elaborate and not thoroughly controlled; errors are frequent. Vocabulary use is appropriate for high-frequency utterances, but unusual or imprecise elsewhere.

Examples: While these interactions will vary widely from individual to individual, an S-2 can typically ask and answer predictable questions in the workplace and give straightforward instructions to subordinates. Additionally, the S-2 can participate in personal and accommodation-type interactions with elaboration and facility; that is, can give and understand complicated, detailed, and extensive directions and make non-routine changes in travel and accommodation arrangements. Simple structures and basic grammatical relations are typically controlled; however, there are areas of weakness. In the commonly taught languages,

these may be simple markings such as plurals, articles, linking words, and negatives or more complex structures such as tense/aspect usage, case morphology passive constructions, word order, and embedding.

S-2+ LIMITED WORKING PROFICIENCY
(Higher Level)

Able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective. An S-2+ shows considerable ability to communicate effectively on topics relating to particular interests and special fields of competence. Often shows a high degree of fluency and ease of speech, yet when under tension or pressure, the ability to use the language effectively may deteriorate. Comprehension of normal native speech is typically nearly complete. An S-2+ may miss cultural and local references and may require a native speaker to adjust to his/her limitations in some ways. Native speakers often perceive the S-2+'s speech to contain awkward or inaccurate phrasing of ideas, mistaken time, space, and person references, or to be in some way inappropriate, if not strictly incorrect.

Examples: Typically an S-2+ can participate in most social, formal, and informal interactions; but limitations either in range of contexts, types of tasks, or level of accuracy hinder effectiveness. The S-2+ may be ill at ease with the use of the language either in social interaction or in speaking at length in professional contexts. An S-2+ is generally strong in either structural precision or vocabulary, but not in both. Weakness or unevenness in one of the foregoing, or in pronunciation, occasionally results in miscommunication. Normally controls, but cannot always easily produce general vocabulary. Discourse is often incohesive.

S-3 GENERAL PROFESSIONAL PROFICIENCY
(Base Level)

Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Nevertheless, an S-3's limitations generally restrict the professional contexts of language use to matters of shared knowledge and/or international convention. Discourse is cohesive. An S-3 uses the language acceptably, but with some noticeable imperfections; yet, errors virtually never interfere with understanding and rarely disturb the native speaker. An S-3 can effectively combine structure and vocabulary to convey his/her meaning accurately. An S-3 speaks readily and fills pauses suitably. In face-to-face conversation with natives speaking the standard dialect at a normal rate of speech, comprehension is quite complete. Although cultural references, proverbs, and the implications of nuances and idiom may not be fully understood, the S-3 can easily repair the conversation. Pronunciation may be obviously foreign. Individual sounds are accurate; but stress, intonation, and pitch control may be faulty.

Examples: Can typically discuss particular interests and special fields of competence with reasonable ease. Can use the language as part of normal professional duties such as answering objections, clarifying points, justifying decisions, understanding the essence of challenges, stating and defending policy, conducting meetings, delivering briefings, or other extended and elaborate informative monologues. Can reliably elicit information and informed opinion from native speakers. Structural inaccuracy is rarely the major cause of misunderstanding. Use of structural devices is flexible and elaborate. Without searching for words or phrases, and S-3 uses the language clearly and relatively naturally to elaborate concepts freely and make ideas easily understandable to native speakers. Errors occur in low-frequency and highly complex structures.

S-3+ ADVANCED PROFESSIONAL PROFICIENCY
(Higher Level)

Is often able to use the language to satisfy professional needs in a wide range of sophisticated and demanding tasks.

Examples: Despite obvious strengths, may exhibit some hesitancy, uncertainty, effort, or errors which limit the range of language-use tasks that can be reliably performed. Typically there is particular strength in fluency and one or more, but not all, of the following: has breadth of lexicon, including low-and medium-frequency items, especially socio-linguistic/cultural references and nuances of close synonyms; employs structural precision, with sophisticated features that are readily, accurately, and appropriately controlled (such as complex modification and embedding in Indo-European languages); has discourse competence in a wide

range of contexts and tasks, often matching a native speaker's strategic and organizational abilities and expectations. Occasional patterned errors occur in low frequency and highly-complex structures.

S-4 ADVANCED PROFESSIONAL PROFICIENCY
(Base Level)

Able to use the language fluently and accurately on all levels normally pertinent to professional needs. An S-4's language usage and ability to function are fully successful. Organizes discourse well, employing functional rhetorical speech devices, native cultural references, and understanding. Language ability only rarely hinders him/her in performing any task requiring language; yet, an S-4 would seldom be perceived as a native. Speaks effortlessly and smoothly and is able to use the language with a high degree of effectiveness, reliability, and precision for all representational purposes within the range of personal and professional experience and scope of responsibilities. Can serve as an informal interpreter in a range of unpredictable circumstances. Con perform extensive, sophisticated language tasks, encompassing most matters of interest to well-educated native speakers, including tasks which do not bear directly on a professional specialty.

Examples: Can discuss in detail concepts which are fundamentally different from those of the target culture and make those concepts clear and accessible to the native speaker. Similarly, an S-4 can understand the details and ramifications of concepts that are culturally or conceptually different from his/her own. Can set the tone of interpersonal official, semi-official, and non-professional verbal exchanges with a representative range of native speakers (in a range of varied audiences, purposes, tasks, and settings). Can play an effective role among native speakers in such contexts as conferences, lectures, and debates on matters of disagreement. Can advocate a position at length, both formally and in chance encounters, using sophisticated verbal strategies. Can understand and reliably produce shifts of both subject matter and tone. Can understand native speakers of the standard and other major dialects in essentially any face-to-face interaction.

S-4+ ADVANCED PROFESSIONAL PROFICIENCY
(Higher Level)

Speaking proficiency is regularly superior in all respects, usually equivalent to that of a well-educated, highly articulate native speaker. Language ability does not impede the performance of any language-use task. However, an S-4+ would not necessarily be perceived as culturally native.

Examples: An S-4+ organizes discourse well, employing functional rhetorical speech devices, native cultural references and understanding. Effectively applies a native speaker's social and circumstantial knowledge. However, cannot sustain that performance under all circumstances. While an S-4+ has a wide range and control of structure, an occasional non-native slip may occur. An S-4+ has a sophisticated control of vocabulary and phrasing that is rarely imprecise, yet there are occasional weaknesses in idioms, colloquialisms, pronunciation, cultural reference or there may be an occasional failure to interact in a totally native manner.

S-5 FUNCTIONALLY NATIVE PROFICIENCY

Speaking proficiency is functionally equivalent to that of a highly articulate well-educated native speaker and reflects the cultural standards of the country where the language is natively spoken. An S-5 uses the language with complete flexibility and intuition, so that speech on all levels is fully accepted by well-educated native speakers in all of its features, including breadth of vocabulary and idiom, colloquialisms, and pertinent cultural references. Pronunciation is typically consistent with that of well-educated native speakers of a non-stigmatized dialect.

INTERAGENCY LANGUAGE ROUNDTABLE
LANGUAGE SKILLS LEVEL DESCRIPTIONS
LISTENING

L-0 NO PROFICIENCY

No practical understanding of the spoken language. Understanding is limited to occasional isolated words with essentially no ability to comprehend communication.

L-0+ MEMORIZED PROFICIENCY

Sufficient comprehension to understand a number of memorized utterances in areas of immediate needs. Slight increase in utterance length understood but requires frequent long pauses between understood phrases and repeated requests on the listen's part for repetition. Understands with reasonable accuracy only when this involves short memorized utterances or formulae. Utterances understood are relatively short in length. Misunderstandings arise due to ignoring or inaccurately hearing sounds or word endings (both inflectional and non-inflectional), distorting the original meaning. Can understand only with difficulty even persons such as teachers who are used to speaking with non-native speakers. Can understand best those statements where context strongly supports the utterance's meaning. Gets some main ideas.

L-1 ELEMENTARY PROFICIENCY (Base Level)

Sufficient comprehension to understand utterances about basic survival needs and minimum courtesy and travel requirements. In areas of immediate need or on very familiar topics, can understand simple questions and answers, simple statements and very simple face-to-face conversations in a standard dialect. These must often be delivered more clearly than normal at a rate slower than normal, with frequent repetitions or paraphrase (that is, by a native used to dealing with foreigners). Once learned, these sentences can be varied for similar level vocabulary and grammar and still be understood. In the majority of utterances misunderstandings arise due to overlooked or misunderstood syntax and other grammatical clues. Comprehension vocabulary inadequate to understand anything but the most elementary needs. Strong interference from the candidate's native language occurs. Little precision in the information understood owing to tentative state of passive grammar and lack of vocabulary. Comprehension areas include basic needs such as: meals, lodging, transportation, time and simple direction (including both route instructions and orders from customs officials, policemen, etc.). Understands main ideas.

L-1+ ELEMENTARY PROFICIENCY (High Level)

Sufficient comprehension to understand short conversations about all survival needs and limited social demands. Developing flexibility evident in understanding into a range of circumstances beyond immediate survival needs. Shows spontaneity in understanding by speed, although consistency of understanding uneven. Limited vocabulary range necessitates repetition for understanding. Understands commoner time forms and most question forms, some word order patterns but miscommunication still occurs with more complex patterns. Cannot sustain understanding of coherent structures in longer utterances or in unfamiliar situations. Understanding of descriptions of descriptions and the giving of precise information is limited. Aware of basic cohesive features, e.g. pronouns, verb inflections, but many are unreliably understood, especially if less immediate in reference. Understanding is largely limited to a series of short, discrete utterances. Still has to ask for utterances to be repeated. Some ability to understand the facts.

L-2 LIMITED WORKING PROFICIENCY (Base Level)

Sufficient comprehension to understand conversations on routing social demands and limited job requirements. Able to understand face-to-face speech in a standard dialect, delivered at a normal rate with some repetition and rewording, by a native speaker not used to dealing with foreigners, about everyday topics, common personal and family news, well-known current events, and routine office matters through descriptions and narration about current,

past and future events: can follow essential points of discussion or speech at an elementary level on topics in his/her special professional field. Only understands occasions words and phrases of statements made in unfavorable conditions, for example through loudspeakers outdoors. Understands factual content. Native language causes less interference in listening comprehension. Able to understand the facts, i.e., the lines but not between or beyond the lines.

L-2+ LIMITED WORKING PROFICIENCY (Base Level)

Sufficient comprehension to understand conversations on routine social demands and limited job requirements. Able to understand face-to-face speech in a standard dialect, delivered at a normal rate with some repetition and rewording, by a native speaker not used to dealing with foreigners, about everyday topics, common personal and family news, well-known current events, and routine office matters through descriptions and narration about current, past and future events: can follow essential points of discussion or speech at an elementary level on topics in his/her special professional field. Only understands occasional words and phrases of statements made in unfavorable conditions, foe example through loudspeakers outdoors. Understands factual content. Native language causes less interference in listening comprehension. Able to understand the facts, i.e., the lines but not between or beyond the lines.

L-2+ LIMITED WORKING PROFICIENCY (Higher Level)

Sufficient comprehension to understand most routine social demands and most conversations on work requirements as well as some discussions on concrete topics related to particular interests and special fields of competence. Often shows remarkable ability and ease of understanding, but under tension or pressure may break down. Candidate may display weakness or deficiency due to inadequate vocabulary base or less than secure knowledge of grammar and syntax. Normally understands general vocabulary with some hesitant understanding of everyday vocabulary still evident. Can sometimes detect emotional overtones. Some ability to understand between the lines (i.e. to grasp inferences).

L-3 GENERAL PROFESSIONAL PROFICIENCY (Base Level)

Able to understand the essentials of all speech in a standard dialect including technical discussions within a special field. Has effective understanding of face-to-face speech, delivered with normal clarity and speed in a standard dialect, on general topics and areas of special interest, understands hypothesizing and support opinions. Has broad enough vocabulary that rarely has to ask for paraphrasing or explanation. Can follow accurately the essentials of conversations between education native speakers, reasonably clear telephone calls, radio broadcasts, new stories similar to wire service reports, oral reports, some oral technical reports and public addresses on non-technical subjects; can understand without difficulty all form of standard speech concerning a special professional field. Does not understand native speakers if they speak very quickly or use some slang or dialect. Can often detect emotional overtones. Can understand between the lines (i.e., grasp inferences).

L-3+ GENERAL PROFESSIONAL PROFICIENCY

Comprehends most of the content and intent of a variety of forms and styles of speech pertinent to professional needs, as well as general topics and social conversation. Ability to comprehend many sociolinguistic and cultural references. However, many miss some subtleties and nuances. Increased ability to comprehend unusually complex structures in lengthy utterances and to comprehend many distinctions in language tailored for different audiences. Increased ability to understand native speakers talking quickly, using non-standard dialect or slang; however, comprehension not complete. Some ability to understand "beyond the lines" in addition to strong ability to understand "between the lines."

L-4 ADVANCED PROFESSIONAL PROFICIENCY (Base Level)

Able to understand all forms and styles of speech pertinent to professional needs. Able to understand fully all speech with extensive and precise vocabulary, subtleties and nuances in all standard dialects on any subject relevant to professional needs within the range of his/her experience, including social conversations; all intelligible broadcasts and telephone calls; and many kinds of technical discussions and

discourse. Understands language specifically tailored (including persuasion, representation, counseling, and negotiating) to different audiences. Able to understand the essentials of speech in some non-standard dialects. Has difficulty in understanding extreme dialect and slang, also in understanding speech in unfavorable conditions, for example through bad loudspeakers out doors. Understands "beyond the lines" all forms of the language directed to the general listener, (i.e. able to develop and analyze the argumentation presented).

L-4+ ADVANCED PROFESSIONAL PROFICIENCY
(Higher Level)

Increased ability to understand extremely difficult and abstract speech as well as ability to understand all forms and styles of speech pertinent to professional needs. Including social conversations. Increased ability to comprehend native speakers using extreme non-standard dialects and slang as well as to understand speech in unfavorable conditions. Strong sensitivity to sociolinguistic and cultural references. Accuracy is close to that of the well-educated native listener but still not equivalent.

L-5 FUNCTIONALLY NATIVE PROFICIENCY

Comprehension equivalent to that of the well-educated native listener. Able to understand fully all forms and styles of speech intelligible to the well-educated native listener, including a number of regional and illiterate dialects, highly colloquial speech and conversations and discourse distorted by marked interference from other noise. Able to understand how natives think as they create discourse. Able to understand extremely difficult and abstract speech.

INTERAGENCY LANGUAGE ROUNDTABLE
LANGUAGE SKILL LEVEL DESCRIPTIONS
READING

Preface

In the following descriptions a standard set of text-types is associated with each level. The text-type is general characterized in each descriptive statement.

The word "read," in the context of these proficiency descriptions, means that the person at a given skill level can thoroughly understand the communicative intent in the text-types described. In the usual case the reader could be expected to make a full representation, thorough summary, or translation of the text into English.

Other useful operations can be performed on written texts that do not require the ability to "read," as defined above. Examples of such tasks which persons of a given skill level may reasonably be expected to perform are provided, when appropriate, in the descriptions.

R-0 NO PROFICIENCY

No practical ability to read the language. Consistently misunderstands or cannot comprehend at all.

R-0+ MEMORIZED PROFICIENCY

Can recognize all the letter in the printed version of an alphabetic system and high-frequency elements of a syllabary or a character system. Able to read some of all of the following numbers, isolated words and phrases, personal and place names, street signs, office and shop designations. The above often interpreted inaccurately. Unable to read connected prose.

R-1 ELEMENTARY PROFICIENCY
(Base Level)

Sufficient comprehension to read very simple connected written material in a form equivalent to usual printing or typescript. Can read either representations of familiar formulaic verbal exchanges or simple language containing only the highest frequency structural patterns and vocabulary, including shared international vocabulary items and cognates (when appropriate). Able to read and understand known language elements that have been recombined in new ways to achieve different meanings at a similar level of simplicity. Texts may include simple narratives of routine behavior, highly predictable descriptions of persons, places or things; and explanations of geography and government such as those simplified for tourists. Some misunderstandings possible on simple texts. Can get some main ideas and locate prominent items of professional significance in more complex texts. Can identify general subject matter in some authentic texts.

R-1+ ELEMENTARY PROFICIENCY
(Higher Level)

Sufficient comprehension to understand simple discourse in printed form and informative social purposes. Can read material such as announcements of public events simple prose containing biographical information or narration of events, and straightforward newspaper headlines. Can guess at unfamiliar vocabulary if higher contextualized, but with difficulty in unfamiliar contexts. Can get some main ideas and locate routine information of professional significance in more complex texts. Can follow essential points of written discussion at an elementary level on topics in his/her special professional field.

In commonly taught languages, an R-1 - may not control the structure well. For example, basic grammatical relations are often misinterpreted, and temporal reference may rely primarily on lexical items as time indicators. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. May have to read materials several times for understanding.

R-2 LIMITED WORKING PROFICIENCY
(Base Level)

Sufficient comprehension to read simple, authentic written material in a form equivalent to usual printing or typescript on subjects within a familiar context. Able to read with some misunderstandings straightforward, familiar, factual material, but a general insufficiently experienced with the language to draw inferences directly from the linguistic aspects of the text. Can locate and understand the main

ideas and details in material written for the general reader. However, persons who have professional knowledge of a subject may be able to summarize or perform sorting and locating tasks with written texts that are well beyond their general proficiency level. The R-2 can read uncomplicated, but authentic prose on familiar subjects that are normally presented in a predictable sequence which aids the reader in understanding. Texts may include descriptions and narrations in contexts such as news items describing frequently occurring events, simple biographical information, social notices, formulaic business letters, and simple technical material written for the general reader. Generally the prose that can be read by an R-2 is predominantly in straightforward/high-frequency sentence patterns. The R-2 does not have a broad active vocabulary (that is, which he/she recognizes immediately on sight), but is able to use contextual and real-world cues to understand the text. Characteristically, however, the R-2 is quite slow in performing such a process, is typically able to answer factual questions about authentic texts of the types described above.

R-2+ LIMITED WORKING PROFICIENCY
(Higher Level)

Sufficient comprehension to understand most factual material in non-technical prose as well as some discussions on concrete topics related to special professional interests, is markedly more proficient at reading materials on a familiar topic, is able to separate the main ideas and details from lesser ones and uses that distinction to advance understanding. The R-2 + is able to use linguistic context and real-world knowledge to make sensible guesses about unfamiliar material. Has a broad active reading vocabulary. The R-2 + is able to get the gist of main and subsidiary ideas in texts which could only be read thoroughly by persons with much higher proficiencies. Weaknesses include slowness, uncertainty, inability to discern nuance and/or intentionally disguised meaning.

R-3 GENERAL PROFESSIONAL PROFICIENCY
(Base Level)

Able to read within a normal range of speed and with almost complete comprehension a variety of authentic prose material on unfamiliar subjects. Reading ability is not dependent on subject matter knowledge, although it is not expected that an R-3 can comprehend thoroughly subject matter which is highly dependent on cultural knowledge or which is outside his/her general experience and not accompanied by explanation. Text-types include news stories similar to wire service reports or international news items in major periodicals, routine correspondence, general reports, and technical material in his/her professional field; all of these may include hypothesis, argumentation, and supported opinions. Misreading rare. Almost always able to interpret material correctly, relate ideas, and "read between the lines." (that is, understand the writers' implicit intents in texts of the above types). Can get the gist of more sophisticated texts, but may be unable to detect or understand subtlety and nuance. Rarely has to pause over or reread general vocabulary. However, may experience some difficulty with unusually complex structure and low frequency idioms.

R-3 + GENERAL PROFESSIONAL PROFICIENCY
(Higher Level)

Can comprehend a variety of styles and forms pertinent to professional needs. Rarely misinterprets such texts or rarely experiences difficulty relating ideas or making inferences. Able to comprehend many sociolinguistic and cultural references. However, may miss some nuances and subtleties. Able to comprehend a considerable range of intentionally complex structures, low frequency idioms, and uncommon connotative intentions; however, accuracy is not complete. The S-3 + is typically able to read with facility, understand, and appreciate contemporary expository, technical, or literary texts which do not rely heavily on slang and unusual idioms.

R-4 ADVANCED PROFESSIONAL PROFICIENCY
(Base Level)

Able to read fluently and accurately all styles and forms of the language pertinent to professional needs. The R-4's experience with the written language is extensive enough that he/she is able to relate inferences in the text to real-world knowledge and understand almost all sociolinguistic and cultural references. Able to "read beyond the lines" (that is, to understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment). Able to read and understand the intent of writers' employment of nuance and subtlety. An R-4 can discern relationships among sophisticated written materials in the context of

broad experience. Can follow unpredictable turns of thought readily in, for example, editorial, conjectural, and literary texts in any subject matter area directed to the general reader. Can read essentially all materials in his/her special field, including official and professional documents and correspondence. Recognizes all professionally relevant vocabulary known to the educated non-professional native, although many have some difficulty with slang. Can read reasonably legible handwriting without difficulty. Accuracy is often nearly that of a well-educated native reader.

R-4+ ADVANCED PROFESSIONAL PROFICIENCY
(Higher Level)

Nearly native ability to read and understand extremely difficulty or abstract prose, a very wide variety of vocabulary, idioms, colloquialisms, and slang. Strong sensitivity to and understanding of sociolinguistic and cultural references. Little difficulty in reading less than fully legible handwriting. Broad ability to "read beyond the lines" (that is, to understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment) is nearly that of a well-read or well-educated native reader. Accuracy is close to that of the well-educated native reader, but not equivalent.

R-5 FUNCTIONALLY NATIVE PROFICIENCY

Reading proficiency is functionally equivalent to that of the well-educated native reader. Can read extremely difficulty and abstract prose; for example, general legal and technical as well as highly colloquial writings. Able to read literary texts, typically including contemporary avant-garde prose, poetry, and theatrical writing. Can read classical/archaic forms of literature with the same degree of facility as the well-educated, but non-specialist native. Reads and understands a wide variety of vocabulary and idioms, colloquialisms, slang, and pertinent cultural references. With varying degrees of difficulty, can read all kinds of handwritten documents. Accuracy of comprehension is equivalent to that of a well-educated native reader.

INTERAGENCY LANGUAGE ROUNDTABLE
LANGUAGE SKILL LEVEL DESCRIPTIONS
WRITING

W-0 NO PROFICIENCY

No functional writing ability.

W-0+ MEMORIZED PROFICIENCY

Writes using memorize material and set expressions. Can produce symbols in an alphabetic or syllabic writing system or 50 of the most common characters. Can write numbers and dates, own name, nationality, address, etc.. such as on a hotel registration form. Otherwise, ability to write is limited to simple lists of common items such as a few short sentences. Spelling and even representation of symbols (letters, syllables, characters) may be incorrect.

W-1 ELEMENTARY PROFICIENCY
(Base Level)

Has sufficient control of the writing system to meet limited practical needs. Can create by writing statements and questions on topics very familiar to him/her within the scope of his/her very limited language experience. Writing vocabulary is inadequate to express anything but elementary needs; writes in simple sentences making continual errors in spelling, grammar and punctuation but writing can be read and understood by a native reader used to dealing with foreigners attempting to write his/her language. Writing tends to be a loose collection of sentences (or fragments) on a given topic and provides little evidence of conscious organization. While topics which are "very familiar" and elementary needs very considerably from individual to individual, any person at this level should be able to write simple phone messages, excuses, notes to service people and simple notes to friends. (800-1000 characters controlled.)

W-1+ ELEMENTARY PROFICIENCY
(Higher Level)

Sufficient control of writing system to meet more survival needs and limited social demands. Can create sentences and short paragraphs related to most survival needs (food, lodging, transportation, immediate surroundings and situations) and limited social demands. Can express fairly accurate present and future time. Can produce some past verb forms but not always accurately or with correct usage. Can relate personal history, discuss topics such as daily life, preferences and very familiar material. Shows good control of elementary vocabulary and some control of basic syntactic patterns but major errors still occur when expressing more complex thoughts. Dictionary usage may still yield incorrect vocabulary or forms, although the W-1+ can use a dictionary to advantage to express simple ideas. Generally cannot use basic cohesive elements of discourse to advantage (such as relative constructions, object pronouns, connectors, etc.). Can take notes in some detail on familiar topics, and respond to personal questions using elementary vocabulary and common structures. Can write simple letters, summaries of biographical data and work experience with fair accuracy. Writing, though faulty, is comprehensible to native speakers used to dealing with foreigners.

W-2 LIMITED WORKING PROFICIENCY
(Base Level)

Able to write routine social correspondence and prepare documentary materials required for most limited work requirements. Has writing vocabulary sufficient to express himself/herself simply with some circumlocutions. Can write simply about a very limited number of current events or daily situations. Still makes common errors in spelling and punctuation but shows some control of the most common formats and punctuation conventions. Good control of morphology of language (in inflected languages) and of the most frequently used syntactic structures. Elementary constructions are usually handled quite accurately and writing is understandable to a native reader not used to reading the writing of foreigners. Uses a limited number of cohesive devices.

W-2+ LIMITED WORKING PROFICIENCY
(Higher Level)

Shows ability to write with some precision and in some detail about most common topics. Can write about concrete topics relating

to particular interests and special fields of competence. Often shows surprising fluency and ease of expression but under time constraints and pressure language may be inaccurate and/or incomprehensible. Generally strong in either grammar or vocabulary but not in both. Weaknesses or unevenness in one of the foregoing or the spelling result in occasional miscommunication. Areas of weakness range from simple constructions such as plurals, articles, prepositions and negatives to more complex structures such as tense usage, passive constructions, word order and relative clauses. Normally controls general vocabulary with some misuse of everyday vocabulary evident. Shows a limited ability to use circumlocutions. Uses dictionary to advantage to supply unknown words. Can take fairly accurate notes on material presented orally and handle with fair accuracy most social correspondence. Writing is understandable to native speakers not used to dealing with foreigners' attempts to write the language, though style is still obviously foreign.

W-3 GENERAL PROFESSIONAL PROFICIENCY
(Base Level)

Able to use the language effectively in most formal and informal written exchanges on practical social and professional topics. Can write reports, summaries, short library research paper on current events, on particular areas of interest or on special fields with reasonable ease. Control of structure, spelling and general vocabulary is adequate to convey his/her message accurately but style may be obviously foreign. Errors virtually never interfere with comprehension and rarely disturb the native reader. Punctuation generally controlled. Employs a full range of structures. Control of grammar good with only sporadic errors in basic structures., occasional errors in the in the most complex frequent structures and somewhat more frequent errors in low frequency complex structures. Consistent control of compound and complex sentences. Relationship of ideas is consistently clear.

W-3+ GENERAL PROFESSIONAL PROFICIENCY
(Higher Level)

Able to write the language in a few prose styles pertinent to professional/educational needs. Not always able to tailor language to suit audience. Weaknesses may lie in poor control of low frequency complex structures, vocabulary or the ability to express subtleties and nuances. May be able to write on some topics pertinent to professional/educational needs. Organization may suffer due to lack of variety in organizational patterns or in variety of cohesive devices.

W-4 ADVANCED PROFESSIONAL PROFICIENCY
(Base Level)

Able to write the language precisely and accurately in a variety of prose styles pertinent to professional/educational needs. Errors of grammar are rare including those in low frequency complex structures. Consistently able to tailor language to suit audience and able to express subtleties and nuances. Expository prose is clearly, consistently and explicitly organized. The writer employs a variety of organizational patterns, uses a wide variety of cohesive devices such as ellipsis and parallelism, and subordinates in a variety of ways. Able to write on all topics normally pertinent to professional/education needs and on social issues of a general nature. Writing adequate to express all his/her experiences.

W-4+ ADVANCED PROFESSIONAL PROFICIENCY
(Higher Level)

Able to write the language precisely and accurately in a wide variety of prose styles pertinent to professional/educational needs. May have some ability to edit but not in the full range of styles. Has some flexibility within a style and shows some evidence of a use of stylistic devices.

W-5 FUNCTIONALLY NATIVE PROFICIENCY

Has writing proficiency equal to that of a well-educated native. Without non-native errors of structure, spelling, style or vocabulary can write and edit both formal and informal correspondence, official reports and documents, and professional/educational articles including writing for special purposes which might include legal, technical educational, literary and colloquial writing. In addition to being clear, explicit and informative, the writing and the ideas are also imaginative. The writer employs a very wide range of stylistic devices.

21 November 1983

These descriptions were approved by the Interagency Language Roundtable, consisting of the following agencies.

Department of Defense
Department of State
Central Intelligence Agency
National Security Agency
Department of the Interior
National Endowment of the Humanities
National Institutes of Health
National Science Foundation
Department of Agriculture
Drug Enforcement Administration
Federal Bureau of Investigation
ACTION/Peace Corps
Agency for International Development
Office of Personnel Management
Immigration and Naturalization Service
Department of Education
US Customs Service
US Information Agency
Library of Congress

ERIC CLEARINGHOUSE ON LANGUAGES AND LINGUISTICS

ERIC Digest

Proficiency Testing in the Less Commonly Taught Languages

Prepared by Richard T. Thompson and Dora E. Johnson *December 19*

This *Digest* assumes that the reader is familiar with the general principles underlying language proficiency assessment. A description of the development of the guidelines, which have been the basis for much of the recent work in foreign language teaching and assessment, is provided in P. Lowe, Jr. & J.E. Liskin-Gasparro, *Testing Speaking Proficiency: The Oral Proficiency Interview. ERIC Q &A.* This *Digest* is based on the chapter, "Issues Concerning the Less Commonly Taught Languages," written by L. Thompson, R.T. Thompson, and D. Hipis, in the ERIC/CLL *Language in Education* series monograph, *Second Language Proficiency Assessment: Current Issues*, edited by P. Lowe, Jr. & C.W. Stansfield. The monograph is available from Prentice Hall Regents, Mail Order Processing, 200 Old Tappan Road, NJ 07675, or by calling 1-201-767-5937.

Generic Guidelines and the LCTLs

The guidelines for language proficiency assessment have their roots in the efforts of the U.S. Government's language training community. The American Council on the Teaching of Foreign Languages (ACTFL) and the Educational Testing Service spearheaded the movement to adapt the government Interagency Language Roundtable (ILR) proficiency descriptions and guidelines for use in foreign language programs in colleges and universities. Since 1981, non-language-specific guidelines have been published and revised periodically, and are now being assimilated into many foreign language programs to serve as a foundation for the development of revised curricula.

Much of the early work in developing the guidelines was based on Spanish, French, and German. As the circle widened to include languages such as Russian, Chinese, Japanese, and Arabic, it quickly became apparent that the original guidelines were too Eurocentric. The two most obvious problems were: (1) a bias toward grammatical categories of western European languages, such as tense and gender; and (2) the concern that learners would require much time to master the principles and mechanics of non-Roman writing systems.

Efforts to expand the ACTFL guidelines to accommodate the less commonly taught languages (LCTLs) began with the development of guidelines for Chinese, Japanese, and Russian, and with the training of testers for these languages. Tester training for Arabic and Portuguese followed soon thereafter. Workshops and familiarization projects were expanded to include teachers of Hindi, Indonesian, and some African languages.

Adapting the Guidelines to Fit Specific LCTLs

To apply the generic guidelines to the construction of proficiency descriptions for a particular language, the target language itself must be carefully assessed. Factors such as cultural context, appropriate content, and what constitutes accuracy must be taken into account for each language. Theoretical problems in adapting the generic guidelines to a particular language include complex morphologies in Russian, diglossia in Arabic, the early appearance of register in Indonesian and Japanese, and the presence of Hindi-English code-switching at high levels of proficiency among educated native Hindi speakers. The nature of writing systems such as those used in Chinese and Japanese also presents a special challenge to the development of guidelines because the length of training required to learn these languages is greater than that required to learn Spanish or French.

Teachers of Arabic, for example, are now discussing ways in which various dialects of Arabic can be accommodated when testing for proficiency. The generic guidelines were developed to test a full range of oral proficiency, including inform conversation which, in Arabic, is generally conducted in the lo dialect. Modern Standard Arabic (MSA), the language of the p and, to a considerable degree, of the broadcast media, is a widely used in more formal and international settings, althou the extent to which native speakers will be prepared to swi registers varies considerably from one dialect to another. general consensus at present is to seek a compromise while fur study of the problems in developing guidelines for Ara continues. Thus, when testing for proficiency in Arabic, tester candidate replicate the situation in the Arab world itself identifying through the interview process the common langu base through which they can communicate. Testers will acc responses in MSA and/or any colloquial dialect with which t are familiar. Because an ability to communicate in both MSA a dialect is characteristic of native speakers, proficiency in b MSA and a colloquial variety is required to achieve a "Super rating in Arabic.

Another practical consideration is how to handle a langua sociolinguistic peculiarities when developing language-spec proficiency guidelines. For example, Indonesian requ immediate recognition of strict rules that govern appropriate s when addressing others. Hence, forms of address are taught fr the very beginning in Indonesian courses, and the guidelines Indonesian must reflect this and other necessary sociolingu rules that define human relationships and status peculia Indonesian society.

Training Language-Specific Testers

Because language-specific tester training currently exis only a handful of the LCTLs, it is likely that most initial trai will be mediated through English or through another langu known to the prospective tester, e.g. training through Englis French for Asian and African specialists. Training might als carried out in a language that is structurally similar to the ta language, e.g. training through Russian in order to test in ano Slavic language. Another solution is to pair the tester wi native speaker of the target language, and allow the tester to w with the native speaker in a capacity similar to that used ir former linguist/informant method of language instruction. T the trained tester guides the informant through the interview, the two make a joint decision as to the final rating. It is possible that semi-direct tests of oral proficiency will be devel and validated against the oral interview for those much commonly taught languages for which developing a cadr trained testers may not be possible in the near future.

Center for Applied Linguistics (CAL)
1118 22nd St., N.W.

Developing Competency-based Language Programs

The language training programs funded by the U.S. Department of Education are now required to provide sufficient evidence that they are making changes to include competency-based teaching and appropriate testing in their individual institutions. Programs are already beginning to institute different approaches to the development of language teaching materials and curricula. Proficiency is a major topic of concern at summer institutes. The African language teaching community has developed a set of common goals and priorities, as well as possible avenues of coordination between centers. Semi-direct tests for the LCTLs are beginning to be developed based on the ACTFL guidelines and adapted for specific target languages. The Center for Applied Linguistics (CAL) has already developed semi-direct tests in Portuguese, Chinese, Hebrew, Indonesian, and Hausa, and the University of Pennsylvania has developed a semi-direct test for Hindi.

LCTLs and Policy Questions

The appearance of recent legislation and regulations relating to proficiency testing and competency-based language programs has created a new set of policy questions that funding agencies and post-secondary institutions will have to face. The Education Amendments of 1986 included a number of significant changes in Title VI of the Higher Education Act (Foreign Language and Area Studies Fellowships Program, 1988), which is the legislative basis for several of the international education programs administered by the Center for International Education in the U.S. Department of Education. There will be intense competition for the limited training resources currently available as universities seek to come into compliance with these legislative changes. The U.S. Department of Education, academia, and the major professional foreign language associations will need to cooperate in setting realistic priorities and in developing the necessary guidelines. The most pressing question is one of deciding which languages or language groups are more important and should have guidelines developed first. The second pressing question is how the nearly 150 national resource centers and fellowships programs in foreign languages, area and international studies, funded in part by the U.S. Department of Education under Title VI of the Higher Education Act (Thompson, Thompson, and Hiple, 1988), will meet the requirements of the new legislation .

At the secondary school level, schools are beginning to teach languages other than Spanish, French, and German. Russian, Japanese, Chinese, and in some places Arabic, are now taught in several major urban school systems all over the country. With guidance and encouragement from the professional community, state systems will need to adopt proficiency assessment procedures in these languages to enable teachers to meet certification requirements. Such areas of foreign language curricula as placement, syllabus design, course and program evaluation, entry and exit requirements, and required proficiency levels of teaching assistants and teachers will also change as a result of the language-specific proficiency tests (Byrnes, 1987).

The Research Agenda

For the moment, the application of the generic guidelines to the LCTLs has raised questions that offer opportunities for new research in the field of foreign language acquisition and learning. A number of scholars involved in the field of second language acquisition and testing have suggested such areas of possible research as: the maximum level of proficiency that can be reached under certain conditions; the variables that affect learning; the relationship between second language (L2) acquisition and L2 instruction; and the effect of formal vs. informal learning. Such research calls for interdisciplinary cooperation and training.

At the testing level, researchers are calling attention to issues in the area of interrater reliability. Examples of these issues are: interrater reliability across languages; reliability between government- and ACTFL-certified oral proficiency testers; examination of differences in testing one's own students as opposed to testing someone else's; investigation of possible differences between native and nonnative interviewers with regard to both elicitation procedures and rating; and maintenance of rater reliability over time.

Most importantly, the establishment of generic guidelines and the subsequent evolution of the proficiency movement provide research opportunities by giving LCTL practitioners a framework within which second language acquisition can be observed and evaluated. This research can be applied to both oral proficiency and the acquisition of receptive skills.

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For Further Reading

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BEST COPY AVAILABLE

*ACTFL Chinese Proficiency Guidelines**

The 1986 proficiency guidelines represent a hierarchy of global characterizations of integrated performance in speaking, listening, reading and writing. Each description is a representative, not an exhaustive, sample of a particular range of ability, and each level subsumes all previous levels, moving from simple to complex in an "all-before-and-more" fashion.

The language-specific guidelines exemplify in Chinese the characteristics of each level of the generic guidelines. The examples do not constitute an exhaustive list or a discrete set required at a particular level, but rather they suggest functional samples of non-native ability in Chinese.

Because these guidelines identify stages of proficiency, as opposed to achievement, they are not intended to measure what an individual has achieved through specific classroom instruction but rather to allow assessment of what an individual can and cannot do, regardless of where, when, or how the language has been learned or acquired; thus, the words "learned" and "acquired" are used in the broadest sense. These guidelines are not based on a particular linguistic theory or pedagogical method, since the guidelines are proficiency-based, as opposed to achievement-based, and are intended to be used for global assessment.

The 1986 guidelines should not be considered the definitive version, since the construction and utilization of language proficiency guidelines is a dynamic, interactive process. The academic sector, like the government sector, will continue to refine and update the criteria periodically to reflect the needs of the users and the advances of the profession. In this vein, ACTFL owes a continuing debt to the creators of the 1982 provisional proficiency guidelines and, of course, to the members of the Interagency Language Roundtable Testing Committee, the creators of the government's Language Skill Level Descriptions.

ACTFL would like to thank the following individuals for their contribution to this project:

Generic Guidelines	Chinese Guidelines
Heidi Byrnes	Albert E. Dien
James Child	Ying-che Li
Nina Levinson	Chun Tan-Choi
Pardee Lowe, Jr.	Shou-hsin Teng
Seiichi Makino	A. Ronald Walton
Irene Thompson	Huei-ling Worthy
A. Ronald Walton	

These guidelines are the products of grants from the U.S. Department of Education.

* Proficiency Guidelines in Japanese and Russian will appear in the December 1987 and February 1988 issues of *Foreign Language Annals* respectively.

Descriptions–Speaking

Novice

The Novice level is characterized by the ability to communicate minimally with learned material.

Novice-Low

Generic. Oral production consists of isolated words and perhaps a few high-frequency phrases. Essentially no functional communicative ability.

Chinese. No functional ability to speak Chinese. Oral production is limited to a few common loan words in English (*kungfu, chow mein*) and perhaps a few high frequency phrases (*xièxie, nǐ hǎo*).

Novice-Mid

Generic. Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quality is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers may be understood only with great difficulty.

Chinese. No functional ability to speak Chinese. Oral production is limited to basic courtesy formulae (*Nǐ/Nín guìxìng*?). Can count from one to ten, name basic colors (*hóng, lán*), common nouns (*qìshuǐ*, chē), and food items (*fàn, miàn, ròu*). Pronunciation and tones may be barely intelligible and strongly influenced by the first language.

Novice-High

Generic. Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood, even by sympathetic interlocutors.

Chinese. Emerging ability to make short statements utilizing simple formulaic utterances (*Wǒ yào hē shuǐ. Wǒ yào mǎi yìběn shū.*) and ask simple questions (*Nǐ shuō yīngwén ma*?). Often misplaces question words (**Shénme nǐ yào*?) and makes statements with incorrect word order (**Nǐ hǎo jīntiān.*). Vocabulary is limited to basic objects, common measures, numbers 1-1,000, names of immediate family members (*fùqin, mǔqin, gēge, mèimei*), and high-frequency place names (*Chángchéng, Zhōngshān Lù*). Can use correctly common verbs and adjectives in the present time frame (*kàn, mǎi, guì*), but often confuses the use of verbs (*shì, yǒu, zài*) as in (**Wǒ shì zhèr.*). Pronunciation and tones are often faulty.

Intermediate

The Intermediate level is characterized by the speaker's ability to:
—create with the language by combining and recombining learned elements, though primarily in a reactive mode;
—initiate, minimally sustain, and close in a simple way basic communicative tasks; and
—ask and answer questions.

ACADEMIC DEGREE PROGRAMS INVENTORY

Programs Approved by the Board of Regents as of November 1991

LEGEND

B Bachelor's Degree
A Advanced Master's Degree
P Professional Degree
M Master's Degree
S Specialist's Degree
m Cooperative Master's Program
D Doctoral Degree
E Engineering Degree
d Cooperative Doctoral Program

INTERPRETATION OF SYMBOLS

M — Indicates an Affiliation of Programs at two or more universities
M — Program is a Host to another university's Affiliated Program
M — Program is a Host to another university's Cooperative Program

CIP Codes	Degree Programs (and Old HEGIS Code)	UF	FSU	FAMU	USF	FAU	UWF	UCF	FIU	UNF
01.	AGRIBUSINESS & AGRICULTURAL PRODUCTION									
01.0102	Agricultural Business (0112)			B						
01.0103	Food and Resource Economics (0111)	B M D								
01.0603	Ornamental Horticulture (0109) (was 02.0404)	B								
01.0605	Landscape Design (0204)			B						
02.	AGRICULTURE SCIENCES									
02.0101	Agriculture Science, General (0101)			B M						
02.0201	Animal Science (0104)	B M D								
02.0206	Dairy Science (0105)	B M								
02.0209	Poultry Science (0106)	B M								
02.0301	Food Science & Nutrition (0113)	B M D								
02.0401	Plant Sciences (0120)	B								
02.0402	Agronomy (0102)	B M D								
02.0403	Horticulture (Fruit/Veg Crops) (0108)	B								
02.0403	Horticulture Science (0108)	M D								
02.0501	Soils Science (0103)	B M D								
03.	RENEWABLE NATURAL RESOURCES									
03.0501	Forest Resources & Conservation (0114)	B M D								
04.	ARCHITECTURE & ENVIRONMENTAL DESIGN									
04.0201	Architecture (0202)	B M D		B M	m					
04.0301	Urban & Regional Planning (0206)	M	M D			M				
04.0501	Interior Design (0203)	B	B M						B	
04.0601	Landscape Architecture (0204)	B M							M	
05.	AREA & ETHNIC STUDIES									
05.0102	American Studies (USA) (0319)	B	B M		B M					
05.0103	Asian Studies (0301)	B	B M							
05.0105	Russian & East European Studies (0311)		B M							
05.0107	Latin American Studies (0308)	M	B							

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05.	**AREA & ETHNIC STUDIES, Continued**									
05.0201	African-American (Black) Studies (2211)			B	B					
05.0205	Jewish Studies	B								
06.	**BUSINESS & MANAGEMENT**									
06.0101	Business, General (0501)		B M D		B M			B M	B	M
06.0201	Accounting (0502)	B M	B M	B	B M	B M	B M	B M	B M	B M
06.0301	Banking & Finance (0504)	B M	B M		B	B	B	B	B M	B M
06.0401	Busi Mgmt & Admin (0506)	B M D	B M	B M	B M D	B M [D]	B M	B M D	B M [D]	B
06.0501	Business Economics (0517)			B	B M		B	B M		B
06.0701	Hotel & Restaurant Mgmt (0508)		B					B	B M	
06.0705	Transportation Management (0510)								B	B
06.0801	Insurance & Risk Mgmt (0512)	B M	B						B	B
06.0901	International Business Mgmt (0513)		B			B			B M	
06.1201	Management Information Systems						B			
06.1303	Mgmnt Science & Systems (0507) (was 06.1302)				B					
06.1401	Marketing Management (0509)	B M	B M		B	B	B	B	B	B
06.1601	Personnel Management (0515)					B			B	M
06.1701	Real Estate (0511)	B M	B			B			B	B
06.1901	Taxation							M	M	
09.	**MASS COMMUNICATION**									
09.0101	Mass Communication, General (0601)	M D	B M D		B M	B M	B M	B M	B M	B
09.0201	Advertising (0604)	B								
09.0401	Journalism (0602)	B		B				B		
09.0402	Magazine Production (0602)			B						
09.0501	Public Relations (0606)	B								
09.0701	Radio & TV (0603)	B						B		

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10.	COMMMUNICATIONS TECHNOLOGY									
10.0102	Motion Picture and Television							B		
11.	COMPUTER & INFORMATION SCIENCES									
11.0101	Computer & Info Science, Gen (0701)	B M D E	B M D	B		B M D	B M	B M D	B M D	B M
11.0401	Info Sciences & Systems (0702)								B	
13.	EDUCATION									
13.0301	Curriculum & Instruction (0829)	M D S			M D S	M |D| |S|	S	D S	|D| |S|	
13.0401	Ed Admin/Leadership, General (0827)	M D S	M D S	M	M D S	M D S	M d S	M D S	M |D| |S|	M D
13.0406	Higher Ed Administration (0805)	D S	M D S				d			
13.0501	Educational Media (0845)							M		
13.0601	Instructional Systems (0844)		M D S							
13.0603	Ed Statistics & Research (0824)	M D S	M D S							
13.0604	Ed Testing, Eval & Measurement (0825)		M D S							
13.0701	International Development Ed								M	
13.0801	School Psychology (2015)	M D S		M	M				M	
13.0802	Ed Psychology (0822)	M D S	M D S							B
13.0803	Agency,Corrctnl & Develop Counsl (0862)	M D S								
13.0901	Social Foundations of Ed (0821)	M D S	M D S			M				
13.1001	Special Ed, General (0808)	B M D S	M D S		B M	B M |D|	B M	B M d s	|D|	B M
13.1004	Ed of the Gifted & Talented (0811)				M					
13.1005	Ed of the Emotionally Handicap (0816)	M			B M				B M	
13.1006	Ed of the Mentally Handicapped (0810)	M	B M S		B M		B		B M	
13.1009	Visual Disabilities (0814)		B M S							
13.1011	Special Learning Disabilities (0818)	M			B M				B M	
13.1011	Emotional Disturb/Learning Dis (0818)		B M S							
13.1012	Speech Corrections (0815)	B M								
13.1013	Clinical Teaching & Special Ed (0861)						M			

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13.	EDUCATION, Continued									
13.1101	Student Counseling & Personnel Serv (0826)	M D S	M D S		M	M S		M d s	M	M
13.1102	Student Personnel in Higher Ed (0863)	M D S								
13.1103	Counselor Ed (0864)	D		M						
13.1201	Adult & Continuing Ed (0807)		M D S	M	M		d		M D	
13.1202	Elementary Ed (0802)	B M	B M D S	B M	B M	B M	B M	B M	B M	B M
13.1203	Jr High/Middle School Ed (0804)					B	B			
13.1204	Pre-Elementary Ed (0823)	M	B M D S			M	B M		M	
13.1205	Secondary Ed (0803)			M						B M
13.1206	Jr. College Teaching (0806)				M				D	
13.1207	Urban Ed								M	
13.1301	Agricultural Ed (0840)	B M								
13.1302	Art Ed (0831)	B M	B M D S	B	B M	M	B	B M	B M	B M
13.1303	Business Ed (0838)			B M	B M		B	B M		
13.1305	English Ed (0848)	M	B M D S	B M	B M	B	B M	B M	B M	
13.1306	Foreign Language Ed (0841)	M	B M D S		B M		B	B	B M	
13.1307	Health Ed (0837)	B M	B M				B M		B M	
13.1308	Home Economics Ed (0840)		B M						B M	
13.1311	Mathematics Ed (0833)	M	B M D S	B M	B M	B	B M	B M	B M	B M
13.1312	Music Ed (0832)	B M D	B M D	B	B M	B M		B M	B M	B M
13.1314	Physical Ed (0835)	B M	B M D S	B M	B M	B M	B M	B M	B M	B M
13.1315	Reading Ed (0830)	M	M D S		M	M	M	M	M	
13.1316	Science Ed (0834)	M	B M D S	B M	B M	B	B M	B M	B M	B M
13.1318	Social Studies Ed (0855)	M	B M D S	B M	B M	B	B M	B M	B M	
13.1320	Trade & Industrial Ed (0839)	M	D S	B M	B M		B M d	B M	B M	B M
13.1327	Secondary Science/Math Teachng		B							

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14.	ENGINEERING									
14.0101	Engineering, General (0901)	B M E			B M D			M		
14.0201	Aerospace Eng (0902)	B M D E						B		
14.0301	Agricultural Engineering (0903)	B M D E								
14.0701	Chemical Eng (0906)	B M D E	B M D	B M D	B M D					
14.0801	Civil Engineering (0908)	B M D E	B M	B M	B M D	M		B M D	B M	
14.0901	Computer Engineering (0998)				B M D	M D		B M D	B M	
14.1001	Electrical, Electronics Eng (0909))	B M D E	B M	B M	B M D	B M D		B M D	B M D	
14.1101	Engineering Mechanics (0922)	M D E								
14.1401	Environmental Health Eng (0922)	B M D E						B M D	M	
14.1701	Industrial Eng (0913)		B	B	B M D			B M D	B M	
14.1901	Mechanical Engineering (0910)	B M D E	B M D	B M D	B M D	B M D		B M D	B M	
14.2001	Metallurgical & Materials Eng (0914)	B M D E								
14.2301	Nuclear Engineering (0920)	B M D E								
14.2401	Coastal & Ocean Engineering (0926)	M D E				B M D				
14.2601	Land Surveying (0925)	B								
14.2701	Industrial & Systems Eng (0927)	B M D E				M			B	
14.9901	Engineering Management (0928)				M					
15.	ENGINEERING TECHNOLOGY									
15.0101	Architect Desgn/Constrctn Tech (0235)								B	
15.0103	Building Construction (0208)	B M							M	
15.0104	Construction Engineering Tech (0986)			B					B	
15.0201	Civil Technology (0987)			B						
15.0202	Design Technology (0991)							B		
15.0301	Computer/Info Systems Tech							B		
15.0303	Electronic Engineering Tech (0980)			B				B		
15.0504	Envrnmntl Tech & Urban Systems (0992)								B M	
15.0603	Industrial Tech (0984)						B		B	B
15.0805	Mechanical Engineering Tech								B	
15.9901	Engineering Technology (0925)				B					
15.9902	Operations Technology (0985)							B		

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16.	FOREIGN LANGUAGES									
16.0101	Foreign Lang, Multiple (1101)							B		
16.0390	East Asian Lang/Literature	B								
16.0402	Russian (1106)	B	B		B					
16.0403	Slavic Languages (1115)		M							
16.0501	German (1103)	B M D	B M		B	B M			B	
16.0601	Greek (1110)		B M							
16.0901	French (1102)	B M	B M D	B	B M	B M	B	B	B	
16.0902	Italian (1104)		B		B				B	
16.0903	Latin (1109)	M	B M							
16.0904	Portuguese (1117)	B							B	
16.0905	Spanish (1105)	B M	B M D	B	B M	B M	B	B	B M	B
16.0906	Romance Languages (1130)	D								
17.	ALLIED HEALTH									
17.0209	Radiologic (Med) Tech (1225)							B		
17.0302	Clinical Chemistry (1933)				B					
17.0310	Medical Technology (1223)		B		B	B	B	B	B M	
17.0407	Vocational Rehabilitation (0842)	M	B M D S		M					
17.0508	Physician Assisting (1260)	B								
17.0806	Music Therapy (1828)		B M							
17.0807	Occupational Therapy (1208)	B M		B					B M	
17.0811	Orthotics/Prosthetics								B	
17.0813	Physical Therapy (1212)	B		B					B M	
17.0818	Respiratory Therapy (1273)			B				B		
17.9901	Rehabilitative Services (1201)	B								

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18.	HEALTH SCIENCES									
18.0103	Speech-Lang Path/Audiology (1220)		B M D A		M			B M		
18.0401	Dentistry (1204)		P							
18.0701	Health Services Admin (1202)	M		B	M	B		B	B M	M
18.0703	Medical Records Admin (1215)			B				B	B	
18.0704	Health Science (1202)							M		B M
18.1001	Medicine (1206)		P			P				
18.1098	Medical Sciences (1285) (was 18.1029)	M D			M D					
18.1101	Nursing (1203)	B M D	B M	B	B M	B M	B	B	B	B
18.1401	Pharmacy (1211)	B M D P		B M D P						
18.2201	Public Health (1214)				M D				M	
18.2401	Veterinary Medicine (1218)		P							
18.2402	Veterinary Science (1286)	M								

The Public Health program at FIU is affiliated with the University of Miami.

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19.	HOME ECONOMICS/HUMAN SCIENCES									
19.0101	Home Economics, General (1301)		B D							
19.0503	Dietetics/Nutritional Services (1306)		B M						B M	
19.0701	Home & Family Life (1305)		B M							
19.0704	Marriage & Family Living (1310)		D							
19.0705	Gerontology (Aging) (1309)				B M					
19.0901	Textiles & Clothing (1303)		B M						B	

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22.	LAW									
22.0101	Law (1404)		P	P						
22.0103	Legal Assisting (1408 or 2197)						B	B		
22.0104	Taxation Law (1409)	M								

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23.	LETTERS									
23.0101	English, General (1501)	B M D	B M D	B	B M D	B M	B M	B M	B	M
23.0201	Classics (1504)	B M	B M		B m					
23.0501	Creative Writing								M	
23.0601	Linguistics (1505)	B M D			M	B M			M	
23.0801	Literature (1502)									B
23.1001	Speech, Debate, & Communication (1506)	B M D			B M D			B		
24.	LIBERAL/GENERAL STUDIES									
24.0101	Liberal Arts & Sciences (4901)				B M			B	B	B
24.0104	New College (4913)				B					
24.0198	Humanities (1513) (was 24.0102)		B M D		B	B		B		
25.	LIBRARY & ARCHIVAL SCIENCES									
25.0401	Library Services, General (1601)		M D A		M					
26.	LIFE SCIENCES									
26.0101	Biology, General (0401)		B M D	B M	B D	B M	B M	B M	B M D	B
26.0201	Biochemistry (0414)	M D	B							
26.0301	Botany, General (0402)	B M D			B M			B		
26.0305	Plant Pathology (0404)	B M D								
26.0495	Plant Molecular & Cellular Biology	M D								
26.0501	Microbiology (0411)	B M D			B M			B M		
26.0603	Ecology (Limnology) (0420)							B		
26.0607	Marine Biology (0418)						B			
26.0608	Neuroscience		D							
26.0701	Zoology (0407)	B M D			B M			B		
26.0702	Entomology and Nematology (0421)	B M D								
27.	MATHEMATICS									
27.0101	Mathematics, General (1701)	B M D	B M D	B	B M D	B M D	B M	B	B	B
27.0301	Applied Math/Math Sciences (1703)							M	B M	M
27.0501	Statistics (1702)	B M D	B M D					B M	B	B

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30.	MULTI/INTERDISCIPLINARY STUDY									
30.0101	Biological & Physical Sciences (4902)						B			B
30.0102	Marine Sciences (4908)				M D					
30.0103	Interdisc Natural Sciences (4911)				B					
30.0401	Humanities & Social Sciences (4903)				B		B M		B	
30.0698	Envrnmntl Resource Mgmt/Plan (2110) (was 30.0801)						B			
30.0701	Women's Studies (4998)				B					
30.9901	Independent/Interdisc Studies (4910)	B			B					
31.	PARKS & RECREATION									
31.0301	Parks & Recreation Mgmt (2103)	B M	B M						B M	
34.	HEALTH RELATED ACTIVITIES									
34.0201	Movement Science (0856) (was 13.1324)		M D S							
34.0202	Health & Human Performance (was 18.1020)	D								
38.	PHILOSOPHY, RELIGION, THEOLOGY									
38.0101	Philosophy (1509)	B M D	B M D		B M D	B	B	B	B	B
38.0201	Religious Studies (1510)	B M	B M D		B M		B		B	
38.0310	Philosophy & Religion			B						
40.	PHYSICAL SCIENCES									
40.0101	Radiation Physics (1901)		B							
40.0201	Astronomy (1911)	B M D								
40.0401	Atmospheric Sci & Meteorology (1913)		B M D							
40.0501	Chemistry (1905)	B M D	B M D	B M	B M D	B M d	B	B	B M	B
40.0506	Chemical Physics (1927)		M D							
40.0507	Industrial Chemistry (1942)							M		
40.0508	Chemical Sciences (1943)		B							
40.0601	Geology (1914)	B M D	B M D		B M	B M			B M	
40.0702	Oceanography (1919)		M D							
40.0704	Environmental Studies (1940)								B	
40.0801	Physics (1902)	B M D	B M D	B	B M	B M D	B	B M D	B M	
40.0805	Geophysical Fluid Dynamics (1930)		D							
40.0809	Molecular Biophysics (1931)		D							

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42.	PSYCHOLOGY									
42.0101	Psychology, General (2001)	B M D	B M D	B	B M D	B M	B M	B	B M	B
42.0201	Clinical Psychology (2003)							M		
42.0601	Counseling Psychology (2004)	D								M
42.0701	Developmental Psychology (Life Span)								D	
42.0801	Experimental Psychology					D				
42.0901	Industrial/Organizational Psychology (2008)							M		
42.1601	Social Psychology (2005)					B				
42.1701	Human Factors Psychology							D		
43.	PROTECTIVE SERVICES									
43.0103	Criminal Justice Admin								M	
43.0104	Criminal Justice Studies (2105)	B	B M D	B	B M	B	B	B	B	B M
43.0106	Forensic Science (1925)							B		
44.	PUBLIC AFFAIRS									
44.0401	Public Administration (2102)		M D		M	B M [D]	M	B M	B M [D]	M
44.0701	Social Work, General (2104)		B M D	B	B M	B	B	B	B M D	
45.	SOCIAL SCIENCES									
45.0101	Social Sciences, General (2201 or 4909)		B M	M	B	B	B	B		
45.0201	Anthropology (2202)	B M D	B M d		B M D	B M	B	B		
45.0501	Demography (2215)		M							
45.0601	Economics (2204)	B M D	B M D	B	B	B M		B	B M D	B
45.0701	Geography (2206)	B M D	B M		B M	B M				
45.0801	History (2205)	B M D	B M D	B	B M	B M	B M	B M	B M	B m
45.0901	International Relations (2210)	M D	B M		B		B		B M	
45.1001	Political Science & Government (2207)	B M D	B M D	B	B M	B M	B M	B M	B	B
45.1101	Sociology (2208)	B M D	B M D	B	B M	B M	B	B M	B M	B

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50.	VISUAL & PERFORMING ARTS									
50.0101	Visual & Perform Art/Fine Arts (1001)			B			B	B		B
50.0301	Dance (1008)		B M		B				B	
50.0402	Graphic Design (1009)	B	B M	B						
50.0501	Dramatic Arts (1007)	B M	B M D	B	B	B M	B	B	B	
50.0601	Motion Picture, TV, Recording Arts		B M							
50.0701	Fine Arts (Sculpt/Paint/Draw) (1002)	B M	B M		B M	B	B	B	B	B
50.0703	Art History & Appreciation (1003)	B M	B M D		M		B			
50.0801	Graphics Arts Technology (0981)			B						
50.0901	Music, General (1005)	B M	B			B			B	
50.0902	Music History & Appreciation (1006)	B	B							
50.0903	Music Performance (1004)		B M D	B	B M		B	B		B
50.0904	Music Composition (1021)		B M D							
50.0905	Music Theory (1022)		B M							
50.0905	Music (1022)		D							
50.0906	Opera Production (1029)		M							
50.0907	Musicology (1006)		M							
50.0913	Jazz Studies									B

An Associate in Arts Degree is offered at all universities.